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AN EVALUATION PLAN FOR THE GREENE JOINT VOCATIONAL SCHOOL.

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THE PURPOSES OF THIS PROJECT WERE TO (1) DEVELOP A SET OF OBJECTIVES WHICH ACCURATELY REFLECTED THE TASKS THE SCHOOL WOULD LIKE TO ATTEMPT AND THE OUTCOMES NEEDED IN ORDER TO VIEW THE SCHOOL AS SUCCESSFUL, AND (2) DEVELOP A SET OF INSTRUMENTS AND A PLAN FOR GATHERING DATA WHICH WOULD ALLOW THE STAFF TO EVALUATE AND DETERMINE THE ACHIEVEMENT OF EACH OF THEIR OBJECTIVES. THE PLAN WAS DESIGNED TO BE CARRIED OUT BY THE SCHOOL STAFF WITH MINIMAL ASSISTANCE FROM OUTSIDE SPECIALISTS. GREENE JOINT VOCATIONAL SCHOOL OBJECTIVES, AS SET FORTH BY THE SCHOOL STAFF, ARE GROUPED ACCORDING TO THE ELEMENT THEY ARE INTENDED TO SERVE--STUDENTS, FEEDER SCHOOLS, ADULTS, STAFF, EMPLOYERS, AND COMMUNITY. FOR EACH OBJECTIVE, THERE IS A LIST OF DATA TO BE COLLECTED, WITH THE SOURCE IDENTIFIED. DATA SUMMARY SHEETS IDENTIFY THE ITEMS TO BE USED TO ASSESS EACH OBJECTIVE. AN EVALUATION PLAN CONTAINS A DESCRIPTION AND EXPLANATION OF THE MANNER IN WHICH THE ASSESSMENT ITEMS CAN BE USED AND SPECIFIES WHO SHOULD FILL OUT THE ITEM, THE TIME IT SHOULD BE ADMINISTERED, THE INDIVIDUAL RESPONSIBLE FOR SUMMARIZING THE DATA, AND THE ACTION TO BE TAKEN. EVALUATION FORMS TO BE COMPLETED BY STUDENTS, GRADUATES, ADULT GRADUATES, EMPLOYERS, STAFF, AND COMMUNITY GROUPS ARE INCLUDED. COPIES OF DATA SUMMARY SHEETS AND EVALUATION FORMS ARE INCLUDED. (MM)

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AN EVALUATION PLAN FOR THE GREENE JOINT VOCATIONAL SCHOOL

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INTRODUCTION

The Greene Joint Vocational School (GJVS) will become operational in September 1967. Both the hardware (physical facilities) and software (the curriculum) are new. During its early months of operation, it is highly unlikely that everything will work smoothly. It is during this developmental period that system evaluation is most critical. This requires that a systematic attempt be made to clearly specify what it is that the school intends to accomplish and plans made to assess their degree of accomplishment.

Purposes of the Project

The purposes of this project are: (1) to develop, with the assistance of the GJVS staff, a set of objectives which accurately reflect the tasks the GJVS would like to tackle and the outcomes they would like to see in order to view themselves as being successful, and (2) to develop a set of instruments and a plan for gathering data which will allow the GJVS staff to determine whether or not they have been successful in achieving each of their objectives. The plan is designed to be carried out by the GJVS staff with minimal assistance from outside specialists.

This project is not intended as a device for establishing or focusing blame, but rather as an attempt to develop procedures for monitoring the degree to which stated objectives are achieved. The procedures and techniques contained in this report are designed to insure that the programs at the new school develop continually from their beginnings in September 1967 and remain as responsive as possible to the needs of students and of the community it serves.

The objectives contained in this report represent the current intent of the GJVS and are not meant to be binding on the school for any specified length of time. As community needs change, these changes should be reflected in the objectives of the GJVS and in the instruments assessing their attainment. This report is intended to provide a methodology useful in stating and assessing the attainment of any educational outcome deemed desirable by the GJVS.

Method

Several visits were made by AIR personnel to Xenia to discuss with GJVS personnel the objectives of the school and its various programs. The AIR representatives then returned to Pittsburgh and reviewed both the notes and materials obtained from the GJVS. During this period, some interpretations of and elaborations on the GJVS comments were made. These "revised" objectives were then taken back to Xenia and reviewed by the GJVS staff. This process was repeated through several iterations and resulted in the set of objectives provided in a later section of this report.

The information to be gathered for the assessment, the data-gathering instruments, and evaluation plan were developed by AIR and both reviewed and revised by the GJVS staff. This product reflects a great deal of collaboration between the Greene Joint Vocational School and the American Institutes for Research.

Arrangement of Report

The remainder of this report is divided into the following sections:

1. GJVS Objectives. This section contains the objectives set forth by the GJVS staff. It provides a series of statements which specify what it is that the GJVS hopes to accomplish. Statements are grouped according to the community element they are intended to assist.

2. Data to be Collected. This section specifies the information to be collected in order to assess the attainment of each objective and is intended to fill in one of the logical steps taken to arrive at actual assessment items. It will also identify the sources of information being utilized to gather evaluation data.

3. Data Summary Sheets. This section identifies the items to be used to assess each objective. The format of these sheets was designed to also be useful for data summarization.

4. Evaluation Plan. This section contains a description and explanation of the manner in which the assessment items can be used and analyzed. It specifies who should fill out the item, the approximate time it should be administered, the individual responsible for summarizing the data, and the action to be taken with the summary.

5. Evaluation Items. This section contains the items to be used in evaluating the attainment of GJVS objectives. Items will be grouped by type of respondent. For example, all items to be completed by GJVS graduates will be found in the same section. In addition, the objective (s) each item is assessing will appear along the left margin of each sheet.

OBJECTIVES OF THE GJVS

OBJECTIVES OF THE GJVS

A. Students

1. Provide the opportunity for a vocational education to all Greene County High School students 16 years or older who meet the curricular prerequisites.

2. Increase the number of curricular offerings and choices available to high school students in Greene County.

3. Reduce the number of students of high school age who fail to complete high school.

4. Place each student desiring a vocational education in a curriculum compatible with his interests, aptitudes, and achievements as reflected by student course selections, measurement of student interests, teacher evaluation, counselor evaluation, test results, and parental consent.

5. Provide broad, highly relevant job training which reflects actual industrial performance. The curriculum will incorporate the advice of both industry and labor.

6. Provide each student desiring a job with employable skills which result in a level of remuneration at least meeting minimum wage standards.

7. Place each student desiring a job in an available position compatible with his interests, training, and achievement as rapidly as possible after completion of GJVS course work.

8. Provide students with attitudes and information useful in adjusting to the working world as citizens and individuals seeking self-fulfillment.

9. Provide an English program which emphasizes the practical applications of English to daily life and work.

10. Provide a social studies program which stresses problem-solving techniques and deals with subject matter relevant to students, their families, and their community. The course will stress local government and citizenship.

11. Provide counseling for GJVS students in three major areas: occupational, academic, and personal.

12. Cooperate with the feeder schools in providing those student services for which the home schools will retain responsibility.

13. Provide a library of self-instructional materials for students enrolled in the various programs offered by the GJVS.

14. Work with joint apprenticeship committees on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.

B. Feeder Schools

1. Assist in the development of junior high and feeder school programs and curricula designed to aid the student in exploring the world of work and developing a realistic understanding of his own skills and abilities prior to selecting an academic or vocational high school plan of study.

2. Coordinate the placement of all students enrolled at the GJVS and assist any graduating members of feeder schools requesting aid.

3. Provide information about the world of work and job opportunities to feeder school counselors.

4. Coordinate a uniform student testing program for all GJVS applicants.

5. Provide opportunities for professional growth and development to feeder school counselors.

6. Coordinate the development of a local employers handbook containing the names of firms, types of jobs available, and person to contact for employment.

7. Provide the curriculum, facilities, and staff to train all students 16 years or older desiring a vocational education and meeting the curricular prerequisites.

8. Provide record keeping and transfer functions adequate to meet the requirements of the feeder schools as well as the GJVS.

C. Adults

1. Provide the opportunity and facilities for adults, particularly those caught in the cycle of poverty, to learn new employable skills compatible with their interests, aptitudes, and level of achievement as reflected by adult course selection, test results, and counselor evaluation.

2. Provide broad, highly relevant job training which reflects actual industrial performance of occupational tasks and duties. The curriculum will reflect advice from both industry and labor.

3. Place each adult desiring aid in finding a job in an occupation compatible with his interests, training, and achievement as rapidly as possible after completion of course work. This job should provide a level of remuneration at least equal to minimum acceptable wage levels.

4. Provide the opportunity for adults to learn the skills necessary for upgrading and promotion.

5. Provide the opportunity for adults to learn the skills useful in various leisure time activities.

6. Provide a library of self-instructional materials for adults enrolled in the various vocational programs offered by the GJVS.

7. Work with joint apprenticeship committees on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.

D. Employers

1. Be responsive to the employment needs of local industry and provide them with appropriately trained personnel.

2. Provide an employment service with a "known quality product" to local employers.

3. Provide facilities for employers to retrain and/or update their employees.

E. GJVS Staff

1. Provide a working context attractive to superior teachers and administrators.

2. Provide a continuing program of staff self-development and improvement.

F. Community

1. Maintain contact with schools, agencies, and private groups making a concerted attack upon the problems of school, family, and community that incorporate or reflect the objectives of the GJVS.

2. Provide a technical library open to all residents of Greene County.

3. Provide meeting rooms for educational and civic organizations.

4. Provide information about the GJVS to school students, parents, adults in need of vocational education, employers, and civic and social organizations.

5. Provide a centralized county vocational education facility that is more efficient at meeting county needs than the previous system of separate facilities for each school district.

6. Create and maintain a favorable image of the GJVS and its services.

DATA TO BE USED IN EVALUATING GJVS OBJECTIVES

STUDENTS

1. Provide the opportunity for a vocational education to all Greene County High School students 16 years or older who meet the curricular prerequisites.

    a. Estimated maximum possible number of enrollees (Total enrollment of feeder schools minus the number planning to go to college).

    b. Number of students who apply for admission and the number of students enrolled in the GJVS.

    c. Number of students applying for each course as their first choice and the number actually enrolled in that course.

    d. List of reasons for students not being enrolled in the course of their first choosing.

2. Increase the number of curricular offerings and choices available to high school students in Greene County.

    a. List the vocational courses offered at the GJVS that were not available at the feeder schools during school year beginning September 1966.

    b. List the courses offered at the feeder schools beginning September 1967 that were not previously available to their students.

    c. Number of students enrolled in courses both in the GJVS and the feeder schools which were not available in the feeder school prior to the opening of GJVS.

    d. Survey students to determine the courses they would like to see offered.

3. Reduce the number of students of high school age who fail to complete high school.

    a. Obtain the number of dropouts for the three-year period prior to the opening of the GJVS (1964-1966) for each of the feeder schools.

    b. Number of feeder school dropouts during the year (1967) of GJVS operation.

    c. Number of GJVS students dropping out of school.

    d. List of reasons cited by students for dropping out of school.

4. Place each student desiring a vocational education in a curriculum compatible with his interests, aptitudes, and achievements as reflected by student course selections, measurement of student interests, teacher evaluation, counselor evaluation, test results, and parental consent.

    a. Number of students placed in course of study where their profile of interests, aptitudes, achievements, and recommendations exceed the minimum profile deemed necessary for success in that area.

    b. Parental satisfaction with placement.

    c. GJVS satisfaction with placement.

        (1) Counselor
        (2) Course instructors

    c. Feeder school satisfaction with placement.

    e. Employer satisfaction with GJVS graduates.

    f. Student evaluation of placement.

5. Provide broad, highly relevant job training which reflects actual industrial performance. The curriculum will incorporate the advice of both industry and labor.

    a. Approval by T&I supervisor and/or director of outline of tasks to be included in the course of study, the equipment, and shop setup.

    b. Number of courses having an advisory committee.

    c. Advisory committee ratings of course relevance to world of work.

    d. Number of students successfully performing each course task or activity.

    e. GJVS graduate evaluation of relevance of their training to the world of work.

    f. Employer evaluation of relevance of GJVS training.

6. Provide each student desiring a job with employable skills which result in a level of remuneration at least meeting minimum wage standards.

    a. The starting salary or hourly wage of each GJVS graduate (excluding those in the military).

7. Place each student desiring a job in an available position compatible with his interests, training, and achievement as rapidly as possible after graduation from the GJVS.

    a. Student evaluation

        (1) Length of time required to find first full-time job
        (2) Methods used to get first full-time job
        (3) Relatedness of job to training
        (4) Interest in first full-time job

    b. Instructor evaluation

        (1) Relatedness of job to training
        (2) Relatedness of job to school achievement

8. Provide students with attitudes and information useful in adjusting to the working world as citizens and individuals seeking self-fulfillment.

    a. Employer evaluation of graduate

        (1) Communication skills
        (2) Personal relations skills
        (3) Attitude toward work

    b. Graduate evaluation of GJVS preparation for the following aspects of work.

        (1) Communication skills
        (2) Personal relations skills
        (3) Attitude toward work

    c. GJVS graduates' post-high school educational experiences

    d. GJVS graduates' topics of social discussion

    e. GJVS graduates' leisure time activities

    f. Graduate membership in various types of clubs, organizations, and associations

9. Provide an English program which emphasizes the practical applications of English to daily life and work.
    a. Rating by the GJVS director and/or superintendent of the relevance of the course outline to the daily life and work of students.
    b. Ratings by GJVS students of relevance of course to their needs.

10. Provide a social studies program which stresses problem-solving techniques and deals with subject matter relevant to students, their families, and their community. The course will stress local government and citizenship.
    a. Ratings by the GJVS director and/or superintendent of the relevance of the course outline to students, their families, and the community.
    b. Ratings by GJVS students of relevance of course to their needs.

11. Provide counseling for GJVS students in three major areas: occupational, academic, and personal.
    a. Number of students requesting to see counselor and their reasons for seeing him.
    b. Number of students recommended to counselor by teachers and their reason for referral.
    c. Number of students receiving counseling at the GJVS during an academic year.
    d. Teacher evaluation of student behavior after having seen the counselor.
    e. Graduate evaluation of counseling at the GJVS.

12. Cooperate with the feeder schools in providing those student services for which the home schools will retain responsibility.

    a. The services for which cooperation with the feeder schools has occurred.

    b. The number of GJVS students participating in extracurricular activities at the feeder school and the activities in which they participate.

    c. Graduate evaluation of opportunity to participate in extracurricular activities.

13. Provide a library of self-instructional materials for students enrolled in the various programs offered by the GJVS.

    a. Is the self-instructional library operational?

    b. The number of programs available by content area.

    c. The number of students making use of the facility.

    d. The number of students receiving satisfactory scores on the post-tests.

    e. The average grade or percent on the post-test for each programmed course.

    f. Teacher ratings of the usefulness of the self-instructional facility.

    g. Student ratings of the usefulness of the self-instructional facility.

14. Work with joint apprenticeship committees on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.

    a. List the courses where apprenticeship credit is likely to be useful.

    b. The number of meetings held with the joint apprenticeship committee for each course requiring one.

    c. The amount of apprenticeship credit received where applicable.

    d. Where credit was not given, list reason and do so separately for each course.

FEEDER SCHOOLS

1. Assist in the development of junior high and feeder school programs and curricula designed to aid the student in exploring the world of work and developing a realistic understanding of his own skills and abilities prior to selecting an academic or vocational high school plan of study.

   a. List of materials made available to feeder schools through the GJVS.

   b. Number of visits to feeder schools by GJVS personnel to speak to students as part of the feeder school guidance program.

   c. Number of meetings with feeder school personnel responsible for development of the guidance program.

   d. Is there an operational guidance program designed to aid the student in exploring the world of work and developing a realistic understanding of his own skills and abilities in the feeder schools and/or their junior high schools?

2. Coordinate the placement of all students enrolled at the GJVS and assist any graduating members of feeder schools requesting such aid.

   a. Have procedures been developed which specify what it is that feeder school personnel must do and whom they should contact at the GJVS to coordinate placement?

   b. Feeder school guidance personnel awareness of procedures necessary to coordinate placement with the GJVS.

   c. Number of GJVS students to be placed.

   d. Number of GJVS students placed.

   e. If coordination is poor (based on item C&D) list reasons why this might be so.

   f. Number of non-GJVS students requesting aid in placement.

   g. Number of non-GJVS students placed.

3. Provide information about the world of work and job opportunities to feeder school counselor.

   a. List of the materials concerning the world of work and job opportunities that have been provided feeder school counselors.

4. Coordinate a uniform student testing program for all GJVS applicants.

    a. List the standardized tests being administered to feeder school students desiring to go to the GJVS.

    b. The number of applicants tested in each feeder school as of May 1 of each academic year.

    c. Have testing schedules been developed?

    d. Has someone from each feeder school been assigned responsibility for coordinating the GJVS testing program?

5. Provide opportunities for professional growth and development to feeder school counselors.

    a. Number of meetings, seminars, books, and articles provided to feeder school counselors which are designed for their professional growth and development.

    b. Number of counselors attending each meeting or seminar.

    c. List the content or purpose of each meeting or seminar.

    d. Number of counselors trained to administer the tests composing the coordinated testing program.

    e. Number of counselors taking additional course work in counseling and guidance.

    f. List of counselor growth and development needs as perceived by feeder school counselors.

6. Coordinate the development of a local employers handbook containing the names of firms, types of jobs available, and person to contact for employment.

    a. Number of employers listed.

    b. Number of jobs listed.

    c. Number of job descriptions listed.

    d. Number of meetings and/or phone calls to coordinate development of the handbook.

    e. List of the problems involved in coordinating the development of the handbook.

    f. Has the handbook been published?

    g. List of the schools having a copy or copies.

    h. Number of students using the handbook.

7. Provide the curiculum, facilities, and staff to train all students 16 years or older desiring a vocational education and meeting the curricular prerequisites.

    a. Number of students applying for admission.

    b. Number of students enrolled in the GJVS.

    c. Number of students applying for and enrolled in each course offered by the GJVS.

8. Provide record keeping and transfer functions adequate to meet the requirements of the feeder schools as well as the GJVS.

    a. Did the records and reports required by the State Department of Vocational Education result in the reimbursement anticipated?

    b. Number of complaints registered by feeder school personnel concerning record keeping.

    c. GJVS instructor comments about the availability of GJVS student records.

    d. List of the courses maintaining behavioral records of student performance.

    e. Has responsibility been assigned for the maintenance of evaluation records?

ADULTS

1. Provide the opportunity and facilities for adults, particularly those caught in the cycle of poverty, to learn new employable skills compatible with their interests, aptitudes, and level of achievement as reflected by adult course selection, test results, and counselor evaluation.

    a. Number of adults enrolled in programs designed for employment.

    b. List of adult courses offered.

    c. Percent of adults placed in a course in which their profile of interests, aptitudes, and achievements exceed the minimum profile deemed necessary for success in that area.

    d. GJVS counselor satisfaction with adult placement procedures.

    e. GJVS teacher ratings of the appropriateness of adult placement.

    f. Employer evaluation of placement in terms of job performance.

    g. Adult graduates' evaluation of placement within a GJVS program.

2. Provide broad highly relevant job training which reflects actual industrial performance of occupational tasks and duties. The curriculum will reflect advice from both industry and labor.

    a. Director and/or T&I supervisor approval of the equipment, shop set-up, and outline of the tasks to be included in the course of study.

    b. List the courses having advisory committees as well as the number of representatives of both industry and labor composing each committee.

    c. Advisory committee ratings of adequacy of shop facilities, relevance of training to actual industrial performances, and breadth or completeness of training.

    d. List of the number of students successfully completing each course task or activity.

    e. Graduate evaluation of relevance of training.

    f. Employer evaluation of relevance of GJVS training.

3. Place each adult desiring aid in finding a job in an occupation compatible with his interests, training, and achievement as rapidly as possible after completion of course work. This job should provide a level of remuneration at least equal to minimum wage standards.

    a. Length of time after completion of GJVS training to employment on full-time job.

    b. Adult description of method used to obtain full-time job.

    c. Adult evaluation of the relatedness of their first full-time job since completing GJVS courses to the trade or field in which they were trained.

    d. Adult evaluation of interest in first full-time job subsequent to GJVS training.

    e. GJVS course instructor evaluation of the compatibility between jobs accepted by course enrollees and their achievement and training.

    f. The starting salary or hourly wage of adult graduates.

4. Provide the opportunity for adults to learn the skills necessary for upgrading and promotion.

    a. List the courses offered for upgrading and promotion.

    b. Director and/or T&I Supervisor approval of the equipment, shop set-up, and outline of the tasks to be included in the course of study.

    c. List of the number of students successfully performing each course task or activity.

    d. List the courses having advisory committees as well as the number of representatives of both industry and labor composing each committee.

    e. Advisory committee ratings of adequacy of shop facilities, relevance of training to actual industrial performances, and the breadth or completeness of training.

    f. Follow-up of graduates to obtain data regarding salary increase and promotion.

    g. Employer evaluation of employee improvement on the following: manual skills, job practical knowledge, job theoretical knowledge, mathematical skills, communication skills, reading and interpretive skills, clerical skills, personal relations skills, and supervisory skills.

5. Provide the opportunity for adults to learn the skills useful in various leisure time activities.

    a. List of leisure time courses offered.

    b. List of leisure time activities in which adults participate.

    c. Adult satisfaction with leisure time courses offered by the GJVS.

    d. Adult satisfaction with the content of the leisure time courses offered.

6. Provide a library of self-instructional materials for adults enrolled in the various vocational programs offered by the GJVS.

    a. Is the self-instructional library operational?

    b. List the programs available by content or course area.

    c. Number of adults making use of the facility.

    d. Number and percent of adults receiving passing scores.

    e. Average grade or percent correct obtained by adults on each program.

    f. GJVS instructor ratings of the usefulness of the self-instructional library for adult education.

    g. Adult ratings of the usefulness of the self-instructional library.

7. Work with joint apprenticeship committee on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.

    a. List of the courses requiring apprenticeship credit.

    b. Number of meetings held with joint apprenticeship committees for each course listed under item 1.

    c. Amount of apprenticeship credit received by each course listed under item 1.

    d. A list of reasons, separate for each course, of why credit was not received. This then will be completed only if apprenticeship credit is not obtained.

EMPLOYERS

1. Be responsive to the employment needs of local industry and provide them with appropriately trained personnel.
    a. List the sources of information about employment data being received by the GJVS.
    b. Are the employment data being routed to relevant GJVS personnel?
    c. Number of meetings with representative of employers and labor to discuss training needs.
    d. Employer evaluation of the training of GJVS graduates.
2. Provide an employment service with a "known quality product" to local employers.
    a. List of courses for which records of the tasks and activities students actually can perform is maintained.
    b. List of employers contacting the school for employees.
    c. List of the employers contacted by the GJVS.
3. Provide facilities for employers to retain and/or update their employers.
    a. List of the employers contacting GJVS concerning the retraining and updating of their employees.
    b. List of the employers contacted by the GJVS regarding the opportunity for retraining and updating their employees.
    c. Number of meetings conducted to discuss employee retraining and updating with local employers.
    d. List of the retraining and updating courses offered by the GJVS.
    e. List of employers sending employees to be retrained.

GJVS STAFF

1. Provide a working context attractive to superior teachers and administrators.

    a. A list of the working conditions or procedures which the staff believe detract from their maximum job performance.

    b. Brief explanations of why the topics mentioned above detract from maximum job performance.

    c. List the conditions, procedures, or programs that the staff feel would allow them to do a better job.

    d. Brief explanations of the topics mentioned under (c).

2. Provide a continuing program of staff self-development and improvement.

    a. Is there a formal teacher evaluation program?

    b. Number of teachers participating in courses, seminars, or workshops designed to update their teaching skills.

    c. Teacher perception of supervision.

COMMUNITY

1. Maintain contact with local schools, agencies, and private groups making a concerted attack upon the problems of school, family, and community that incorporate or reflect the objective of the GJVS.

   a. List of the local schools, agencies, and private groups making a concerted attack upon the problems of school, family, and community.

   b. Frequency and method of contact used when communicating with private groups committed to goals compatible with the objectives of the GJVS.

   c. List the agencies with whom you are actively cooperating or coordinating programs.

2. Provide a technical library open to all residents of Greene County.

   a. Is the library operational?

   b. Number of volumes.

   c. Range or content areas of text.

   d. Number of residents using library.

   d. User comments concerning ways to improve service.

3. Provide meeting rooms for educational and civic organizations.

   a. List of organizations making use of GJVS meeting rooms.

   b. User comments concerning the facilities and procedures involved in arranging for and utilizing GJVS facilities.

4. Provide information about the GJVS to schools, students, parents, adults in need of vocational education, employers, and civic and social organizations.

   a. List of the groups and organizations for which presentation explaining the objectives of the GJVS would be useful to the accomplishment of GJVS goals.

   b. List of the organizations to which GJVS personnel have made presentations.

    c. List of GJVS staff responsible for public relations and/or GJVS presentations.

5. Provide a centralized county vocational education facility that is more efficient at meeting county needs than the previous system of separate facilities for each school district.

    a. List the vocational education courses taught at each feeder school during the 1966 academic year and their enrollment.

    b. List the vocational education courses taught at the GJVS and the enrollment in each course.

    c. List the courses available at the GJVS that were not available at the feeder schools. Separate comparisons will be made between the GJVS course offerings and each feeder school.

    d. List the courses or extra sections of courses provided in the feeder schools as of September 1967 which were not offered prior to the opening of the GJVS.

    e. The number of students enrolled in courses, both in the feeder schools and the GJVS which were not available to students prior to the opening of the GJVS. (September 1967)

    f. The estimated cost of operating and maintaining vocational education facilities within each feeder school.

    g. The estimated cost of operating and maintaining the GJVS.

6. Create and maintain a favorable image of the GJVS and its services.

    a. Adequacy of shop facilities.

    b. Competence of vocational instructors.

    c. Adequacy of student counseling.

    d. Efforts to prevent drop-outs.

    e. Quality of course offerings.

    f. Relationship with community.

    g. Reputation in community.

    h. Skill level of vocational graduates.

    i. Relationship with local employers.

    j. Relationship with local labor groups.

k. Quality of vocational students.

l. Variety of course offerings.

m. Effort to place graduates.

n. Work habits and attitudes of graduates.

DATA SUMMARY SHEETS

A. Summary Sheet for Student Objectives

1. Provide the opportunity for a vocational education to all Greene County High School students 16 years or older who meet the curricular prerequisites.

   a. Total Number of Possible GJVS Applicants. __________
   (Total enrollment in feeder schools minus the number planning to go to college)

   Beavercreek __________ Greeneview __________
   Cedar Cliff __________ Sugarcreek __________
   Fairborn __________ Xenia __________

   b. Total Number of Students Applying for Admission in September 1967.

   Beavercreek __________ Greeneview __________
   Cedar Cliff __________ Sugarcreek __________
   Fairborn __________ Xenia __________

   c. Total Number of Students Enrolled in the GJVS in September 1967.

   Beavercreek __________ Greeneview __________
   Cedar Cliff __________ Sugarcreek __________
   Fairborn __________ Xenia __________

   d.

Description of Enrollment by Course	Number of Students Applying	Number of Students Enrolled
Vocational Agriculture		
Horticulture		
Advanced Stenographic		
Advanced Business Machines		
Data Processing		
Cooperative Office Education		
Automobile Body Repair		
Automobile Mechanics		
Carpentry		
Commercial Art		
Cosmetology		
Dental Assistant		
Medical Assistant		
Electronics		

d. (continued)

Description of Enrollment by Course	Number of Students Applying	Number of Students Enrolled
Machine Trades	______	______
Mechanical Drafting	______	______
Printing	______	______
Food Preparation and Service	______	______
Diversified Cooperation Training	______	______
Distributive Education	______	______
Occupational Work Experience	______	______

e. List of Reasons for Students Not Being Enrolled in the Course of Their First Choosing.

List of Reasons	Frequency
EXAMPLE: "Did not possess curricular prerequisites."	"15"
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______
____________________	______

2. Increase the number of curricular offerings and choices available to high school students in Greene County.

   a. List the vocational education courses taught at each feeder school and the enrollment during the school year beginning September 1966.

	Courses	Enrollment
Beavercreek		
Cedar Cliff		
Fairborn		
Greeneview		
Sugarcreek		
Xenia		

b. **List the vocational education courses taught at the GJVS and the enrollment in each course.**

Courses	Enrollment

c. List the courses available at the GJVS that were not available at the feeder schools. Separate comparisons will be made between the GJVS course offerings and each feeder school.

Beavercreek

Cedar Cliff

Fairborn

Greeneview

Sugarcreek

Xenia

d. List the courses or extra sections of courses provided in the feeder schools as of September 1967 which were not offered prior to the opening of the GJVS.

Beavercreek

Cedar Cliff

Fairborn

Greeneview

d. (continued)

Sugarcreek

Xenia

e. List the number of students enrolled in courses, both in the feeder schools and the GJVS, which were not available to students prior to the opening of the GJVS in September 1967.

____

f. A scheduled assessment of the courses which the graduating class of each feeder school would like to see taught will be made with the use of a single question, administered on a single sheet of paper. The question is: "Is there a course or several courses you would like to see taught in high school that is (are) not currently available here or at the GJVS?"

The evaluation will consist of a listing of the type of courses requested and the number of students selecting each type.

List the five courses most frequently selected by students.

Course	Frequency of Selection

3. Reduce the number of students of high school age who fail to complete high school.

   a. Obtain the average number of dropouts for each feeder school based on the numbers for the last three years (1964, 1965, 1966).

      Beavercreek ________
      Cedar Cliff ________
      Fairborn ________
      Greeneview ________
      Sugarcreek ________
      Xenia ________

   b. Indicate the number of dropouts for each feeder school during the year or years of GJVS operation.

      Beavercreek ________
      Cedar Cliff ________
      Fairborn ________
      Greeneview ________
      Sugarcreek ________
      Xenia ________

   c. Indicate the number of GJVS students dropping out of school. ______

   d. List the five most frequent reasons given by students for failing to complete high school.

List of Reasons	Frequency

4. Place each student desiring a vocational education in a curriculum compatible with his interests, aptitudes, and achievements as reflected by student course selections, measurement of student interests, teacher evaluation, counselor evaluation, test results, and parental consent.

   a. Give number and percent of students placed in a course of study where their profile of interests, aptitudes, achievements, and recommendations exceeded the minimum profile deemed necessary for success in that area.

      Number ________
      Percent ________

b. Parental complaints about student placement.

(1) The number of parental complaints about student placement is ______________ (based on the number of parents contacting the GJVS or feeder school).

(2) List the type or content areas of parental complaints.

List of Complaints	Frequency

c. GJVS counselor satisfaction with student placement procedures.

A written evaluation of the student enrollment procedures will be made by the GJVS counselor. The report will stress ways in which the procedures can be improved and/or simplified.

List the major points mentioned in this report.

____

____

____

____

____

____

____

____

____

____

d. GJVS teacher ratings of the appropriateness of student placement.

(1) List the students in your classroom who you feel were not properly placed.

Names

____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

(2) Indicate why you feel this to be true. Please do so for each student named above.

List of Five Most Frequently Stated Reasons

____

____

____

____

____

e. Feeder school complaints about student placement and enrollment procedures reported to the GJVS.

(1) Number of complaints.

Beavercreek	________	Greeneview	________
Cedar Cliff	________	Sugarcreek	________
Fairborn	________	Xenia	________

(2) A list of the type or content areas of feeder school complaints.

Five Most Frequent Complaints	Frequency
________________________________	________
________________________________	________
________________________________	________
________________________________	________
________________________________	________

e. (continued)

(3) Suggested changes.

Five Most Frequent	Frequency

f. School Board satisfaction with enrollment procedures.

(1) List of complaints reported to GJVS or feeder schools.

Five Most Frequent

____

____

____

____

____

g. Employer evaluation of job performance.

Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

ANSWER THE THREE QUESTIONS AT THE RIGHT FOR EACH OF THE SKILL AND KNOWLEDGE CHARACTERISTICS BELOW	1 How important is this skill for his present job				2 How would you evaluate him on this skill				3 How does he compare with others of about his age who had not attended the GJVS			
	1 Of no real importance	2 Slightly important	3 Considerably important	4 Of critical importance	1 Needs much improvement	2 Generally satisfactory	3 Generally above average	4 Outstanding	1 Have no one to fairly compare him with	2 Does not do as well as others doing same work	3 Does about as well as others doing same work	4 Does better than others doing same work
1 MANUAL JOB SKILLS. Refers to skill at using or operating tools, equipment, materials, machines, etc., in the trade.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts underlying the practical trade work.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, coworkers, other tradesmen, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
10 ATTITUDE TOWARD WORK. Refers to such behavior as absenteeism, rule violation, concern for quality work, cooperation, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

h. **Student Evaluation of Placement.**

(1) Did the GJVS offer the vocational course you really wanted to take?

☐ YES. If yes, did you get to take it?

(1.1) ☐ Yes, I took the course I wanted.

(1.2) ☐ No, I could not take the course I wanted because ______________________________

____

List of Five Most Frequent Reasons Provided in 1.2

____

____

____

____

____

☐ NO. If no, what course did you want to take that was not offered? ______________________________

List of Five Most Frequently Mentioned Courses

____

____

____

____

____

5. Provide broad, highly relevant job training which reflects actual industrial performance. The curriculum will incorporate the advice of both industry and labor.

   a. T&I supervisor and/or the director approval of the equipment, shop setup, and outline of the tasks to be included in the course of study.

      ________ Approved.

      ________ Not approved--for reasons listed below.

      ____

      ____

      ____

      ____

      ____

   b. Advisory committee ratings:

	Poor (1)	Fair (2)	Good (3)	Excellent (4)
(1) Adequacy of shop facilities	( )	( )	( )	( )
(2) Relevance of training to actual industrial performances	( )	( )	( )	( )
(3) Breadth or completeness of training	( )	( )	( )	( )

   c. A list of the number of students successfully performing each course task or activity. (Example: The number of students able to correctly replace brake linings)

      Course Title ______________________________

      Number of Students in Class ______________________________

	Course Tasks	Number of Students Successfully Completing Course Tasks
EXAMPLE:	"Replace brake linings"	"19"
	______________________________	________
	______________________________	________
	______________________________	________
	______________________________	________
	______________________________	________
	______________________________	________
	______________________________	________

d. List the courses having advisory committees as well as the number of representatives of both industry and labor composing each committee.

Course Title ________________________________

Advisory Committee _____ **Yes** _____ **No**

Number of Members Representing Industry __________

Number of Members Representing Labor ____________

Number of Meetings Held with Advisory Committee __________

e. Graduate evaluation of relevance of training

(1) **Was your first full-time job in the trade or field for which you were trained in high school?**

If Yes: Indicate how well your vocational course prepared you for your first full-time job.

- ☐ 1. Exceptionally well-prepared; training covered all essentials required by first job
- ☐ 2. Well-prepared on the whole; but there were some important gaps in training
- ☐ 3. Poorly prepared; much that I needed to know was not covered in vocational course

If No: Mark reason below.

- ☐ 1. No job available in area of training
- ☐ 2. Learned new job by continuing school
- ☐ 3. Learned new job in military service
- ☐ 4. Decided I liked other work better
- ☐ 5. Not accepted as apprentice in trade
- ☐ 6. Other (specify) ________________

(2)

How did the: (1) tools and equipment, (2) work methods, and (3) work materials used on your first full-time job compare with those used in your vocational shop courses? If a sub-item is not applicable, mark the box NA to the right. Otherwise, mark your answer.

TOOLS & EQUIPMENT ☐ NA	WORK METHODS ☐ NA	WORK MATERIALS ☐ NA
☐ 1. Identical or almost so	☐ 1. Identical or almost so	☐ 1. Identical or almost so
☐ 2. Little real difference	☐ 2. Little real difference	☐ 2. Little real difference
☐ 3. Very much different	☐ 3. Very much different	☐ 3. Very much different

If you marked 3 above (Very much different), did it take long to learn what was new?

☐ 1. Only about a few weeks	☐ 1. Only about a few weeks	☐ 1. Only about a few weeks
☐ 2. Less than three months	☐ 2. Less than three months	☐ 2. Less than three months
☐ 3. About three-six months	☐ 3. About three-six months	☐ 3. About three-six months
☐ 4. About six months-a year	☐ 4. About six months-a year	☐ 4. About six months-a year
☐ 5. More than a year	☐ 5. More than a year	☐ 5. More than a year

e. (continued)

(3)

For each of the skill areas listed below, answer the four questions at the right. ⟶ Indicate your answers by marking appropriate boxes.	1 How important is this skill for your present job?				2 How much of this skill was learned in high school?				3 Where did you learn the most about this skill?					4 Do you feel the need for more instruction or training in this area? (Mark either Yes or No)
	1	2	3	4	1	2	3	4	1	2	3	4	5	
	Of No Real Importance	Slightly Important	Considerably Important	Of Critical Importance	Almost Nothing	Some, But Not Much	Large Amount	Almost All	High School Coop Program	High School Shop or Class	Apprentice Program	On Regular Job	Elsewhere	
1 MANUAL JOB SKILLS. Refers to skill at using or operating tools, equipment, materials, machines, etc., in your work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts underlying the practical trade work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing, drafting, sketching, etc., to communicate ideas.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co-workers, other trades, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
10 OTHER SKILLS. Add what you feel applies to your job and is not covered by the above. ________________	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No

f. Employer's evaluation of relevance of GJVS training

Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

ANSWER THE THREE QUESTIONS AT THE RIGHT FOR EACH OF THE SKILL AND KNOWLEDGE CHARACTERISTICS BELOW	1 How important is this skill for his present job				2 How prepared was he when he first started working			
	1 Of no real importance	2 Slightly important	3 Considerably important	4 Of critical importance	1 Needs much improvement	2 Generally satisfactory	3 Generally above average	4 Outstanding
1 MANUAL JOB SKILLS. Refers to skill at using or operating tools, equipment, materials, machines, etc., in the trade.	( )	( )	( )	( )	( )	( )	( )	( )
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	( )	( )	( )	( )	( )	( )	( )	( )
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts underlying the practical trade work.	( )	( )	( )	( )	( )	( )	( )	( )
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	( )	( )	( )	( )	( )	( )	( )	( )
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	( )	( )	( )	( )	( )	( )	( )	( )
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	( )	( )	( )	( )	( )	( )	( )	( )
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	( )	( )	( )	( )	( )	( )	( )	( )
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co-workers, other tradesmen, etc.	( )	( )	( )	( )	( )	( )	( )	( )
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	( )	( )	( )	( )	( )	( )	( )	( )
10 ATTITUDE TOWARD WORK. Refers to such behavior as absenteeism, rule violation, concern for quality work, cooperation, etc.	( )	( )	( )	( )	( )	( )	( )	( )

6. Provide each student desiring a job with employable skills which result in a level of remuneration at least meeting minimum wage standards.

   a. Please indicate the starting salary or hourly wage you received when you started your first full-time job.

      ____

7. **Place each student desiring a job in an available position compatible with his interests, training, and achievement as rapidly as possible after graduation from the GJVS.**

   a. **GJVS Graduate Evaluation**

      (1) **How long after leaving high school did it take you to get your first full-time job?** ____________ **months**

      (2) **How did you get your first full-time job after leaving high school? Mark all that apply.**

      (2.1) ☐ **By answering a want ad.**
      (2.2) ☐ **Private employment agency.**
      (2.3) ☐ **State employment agency.**
      (2.4) **Help of school teacher.**
      (2.5) **Help of school director.**
      (2.6) **Help of friend or relative.**

      (2.7) ☐ **If other than above, please explain.** ______________

      ____

      (3) **Was your first full-time job in the trade or field for which you were trained in high school?**

      ☐ **YES. If yes, indicate how well your vocational course prepared you for your first full-time job.**

      (3.1) ☐ **Exceptionally well prepared; training covered all essentials required by first job.**

      (3.2) ☐ **Well prepared on the whole; however there were some important gaps in training.**

      (3.3) ☐ **Poorly prepared; much that I needed to know was not covered in vocational course.**

      ☐ **NO. If no, mark reason below.**

      (3.4) ☐ **No job available in area of training.**
      (3.5) ☐ **Learned new job by continuing school.**
      (3.6) ☐ **Learned new job in military service.**
      (3.7) ☐ **Decided I liked other work better.**
      (3.8) ☐ **Not accepted as apprentice in trade.**
      (3.9) ☐ **Other (Please specify):** ________________

      ____

(4) How interested were you in your first full-time job? Check the one that best applies.

(4.1) ☐ Not interested at all, but I needed a job.
(4.2) ☐ Some interest.
(4.3) ☐ Good deal of interest.

b. GJVS course instructor evaluation of compatibility of job accepted by (student's name) in terms of his achievement and training.

(1) What would you say the relationship was between the first job accepted by (student's name) and his training? Check the statement which best applies.

(1.1) ☐ Little or no relationship at all.
(1.2) ☐ Some relationship.
(1.3) ☐ Great deal of association.

(2) Which of the following statements best describes the relationship between the job accepted by (student's name) and achievement in school?

(2.1) ☐ Job too easy for student.
(2.2) ☐ Job too difficult for student.
(2.3) ☐ Job appropriate to student's level of achievement.

8. **Provide students with attitudes and information useful in adjusting to the working world as citizens and individuals seeking self-fulfillment.**

a. Employer evaluation of specified graduate work habits.

(1) Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate boxes.

	Needs much Improvement	Generally Satisfactory	Generally Above Average	Outstanding
(a) Communication Skills. Refers to skill at speaking, writing, sketching, etc., to communicate ideas.	1 ☐	2 ☐	3 ☐	4 ☐
(b) Personal Relations Skills. Refers to skill at dealing with people such as customers, co-workers, other tradesmen, etc.	1 ☐	2 ☐	3 ☐	4 ☐
(c) Attitude Toward Work. Refers to such behavior as absenteeism, rule violation, concern for quality work, cooperation, etc.	1 ☐	2 ☐	3 ☐	4 ☐

b. Graduate evaluation of GJVS preparation for the following aspects of work.

(1) Please check the box indicating how much of the skills below was learned at the GJVS.

	Almost Nothing	Some, but Not Much	Large Amount	Almost All
(a) Communication Skills. Refers to skill at speaking, writing, sketching, etc., to communicate ideas.	1 ☐	2 ☐	3 ☐	4 ☐
(b) Personal Relations Skills. Refers to skills dealing with people such as customers, co-workers, tradesmen, etc.	1 ☐	2 ☐	3 ☐	4 ☐

	Almost Nothing	Some, but Not Much	Large Amount	Almost All
	1	2	3	4
(c) Attitude Toward Work. Refers to such behavior as absenteeism, rule violation, concern for quality work, cooperation, etc.	☐	☐	☐	☐

c. Graduate Post-High School Education

Please mark all kinds of education obtained since leaving high school, and provide the information requested about each. Put an asterisk (*) behind those you are presently attending. If you have not had any additional education since high school, mark here → ☐
Estimate your average hours per week over the total period attended.

Mark Here	Type of Education	Major Subject or Course(s)	Dates Attended (Give Month & Year)	Leave Blank	Avg. Hrs. Per Wk. in School	Leave Blank
☐ 0	Two-year or junior college		Fr: To:			
☐ 1	Four-year college/university		Fr: To:			
☐ 2	Post-college graduate school		Fr: To:			
☐ 3	Private trade/technical school		Fr: To:			
☐ 4	Public trade/technical school		Fr: To:			
☐ 5	Business-commercial school		Fr: To:			
☐ 6	Adult continuation school		Fr: To:			
☐ 7	Military specialist school		Fr: To:			
☐ 8	Company course or school		Fr: To:			
☐ 9	Correspondence courses		Fr: To:			
☐ 10	Other (specify)		Fr: To:			

d. Graduate Topics of Social Discussion

How frequently do you talk about the following topics when you get together socially with others?

	ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY 3	ALMOST ALWAYS 4
1. Your work	☐	☐	☐	☐
2. Religion	☐	☐	☐	☐
3. Politics	☐	☐	☐	☐
4. Business conditions	☐	☐	☐	☐
5. World affairs	☐	☐	☐	☐
6. National affairs	☐	☐	☐	☐
7. State affairs	☐	☐	☐	☐
8. Community problems	☐	☐	☐	☐
9. Your hobbies	☐	☐	☐	☐
10. Sports and athletics	☐	☐	☐	☐
11. Music, art, literature, etc.	☐	☐	☐	☐
12. Government matters	☐	☐	☐	☐
13. Labor union matters	☐	☐	☐	☐
14. Your family	☐	☐	☐	☐
15. Other (specify) ______	☐	☐	☐	☐

(1) How important was the GJVS in developing interest in these topics?

(1.1) ☐ No importance.
(1.2) ☐ Some, but not much.
(1.3) ☐ Great deal of importance.

e. Graduate Types of Leisure Time Activities

How frequently do you engage in the following types of leisure-time activities?

	ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY 3	ALMOST DAILY 4
1. Reading newspapers	☐	☐	☐	☐
2. Engaging in craft hobbies (model building, jewelry making, etc.)	☐	☐	☐	☐
3. Reading professional or trade books and periodicals	☐	☐	☐	☐
4. Attending athletic events as a spectator	☐	☐	☐	☐
5. Attending plays, concerts, ballets, etc.	☐	☐	☐	☐
6. Watching television programs	☐	☐	☐	☐
7. Gardening (raising flowers, fruit trees, vegetables, etc.)	☐	☐	☐	☐
8. Reading general magazines (LIFE, LOOK, READERS' DIGEST, etc.)	☐	☐	☐	☐
9. Working at home shop activities (woodworking, metalworking, etc.)	☐	☐	☐	☐
10. Attending educational courses for self-improvement	☐	☐	☐	☐
11. Engaging in team sports (softball, football, etc.)	☐	☐	☐	☐
12. Engaging in performing arts (acting, singing, instruments, etc.)	☐	☐	☐	☐
13. Visiting or entertaining friends	☐	☐	☐	☐
14. Reading non-fiction books (biography, history, travel, etc.)	☐	☐	☐	☐
15. Collecting stamps, coins, rocks, or other items	☐	☐	☐	☐
16. Attending educational lectures and discussion groups	☐	☐	☐	☐
17. Engaging in individual sports (swimming, hunting, fishing, etc.)	☐	☐	☐	☐
18. Listening to music at home for pleasure	☐	☐	☐	☐
19. Going to the movies	☐	☐	☐	☐
20. Other (please write in) ____________________	☐	☐	☐	☐

(1) How important was the GJVS in developing an interest in these activities?

(1.1) ☐ No importance.
(1.2) ☐ Some importance.
(1.3) ☐ Great deal of importance.

f. Graduate membership in various types of clubs, organizations, and associations.

Below is a list of different type organizations and associations. Mark the space which best describes your membership status in each type of organization, association, or club.

	NOT A MEMBER 1	INACTIVE MEMBER 2	ACTIVE MEMBER 3	PRESENTLY AN OFFICER 4
1. A church or a religious organization	☐	☐	☐	☐
2. Political organization	☐	☐	☐	☐
3. Service organization (Rotary, Lions, Kiwanis, etc.)	☐	☐	☐	☐
4. Sports club or athletic organization	☐	☐	☐	☐
5. Labor union	☐	☐	☐	☐
6. Fraternal organization (Elks, Masons, K. of C., etc.)	☐	☐	☐	☐
7. Veterans' organization	☐	☐	☐	☐
8. Business or trade association	☐	☐	☐	☐
9. Music or other cultural association	☐	☐	☐	☐
10. Local civic association	☐	☐	☐	☐
11. Youth organization (Scouts, Y.M.C.A., etc.)	☐	☐	☐	☐
12. Professional association	☐	☐	☐	☐
13. Other (specify) ____________________	☐	☐	☐	☐

9. Provide an English program which emphasizes the practical applications of English to daily life and work.

a. Rating by the GJVS director and/or superintendent of the relevance of course outline to the daily life and work of students.

(1) Check the statement which best expresses your feeling about the relevance of the course outline to daily life and work.

(1.1) ☐ Irrelevant
(1.2) ☐ Somewhat relevant
(1.3) ☐ Relevant
(1.4) ☐ Highly relevant

(2) Indicate which topics, if any, in the course outline should be revised.

____
____
____
____
____

b. Ratings by Students of Course Relevance to their Needs

(1) Check the statement which best expresses your feeling about the usefulness of this course to your daily life and future working life.

(1.1) ☐ Useless
(1.2) ☐ Somewhat useful
(1.3) ☐ Useful
(1.4) ☐ Very useful

(2) List the topics covered in class which you think will be most useful to you in your daily life.

____
____
____
____
____

b. (continued)

(3) List the topics covered in class which you think will be least useful to you in your daily life.

____

____

____

____

____

(4) List the topics not covered in class that you would like to see included in future courses.

____

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____

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____

____

10. Provide a social studies program which stresses problem-solving techniques and deals with subject matter relevant to students, their families, and their community.

   a. Ratings by the GJVS director and/or superintendent of the relevance of the course outline to students, their families, and the community.

      (1) Check the statement which best expresses your feelings about the relevance of the course outline to students, their families, and the community.

      (1.1) ☐ Irrelevant
      (1.2) ☐ Somewhat relevant
      (1.3) ☐ Relevant
      (1.4) ☐ Highly relevant

      (2) Indicate which topics, if any, in the course outline should be revised.

      ____
      ____
      ____
      ____
      ____

   b. Ratings by students of relevance of course to their perceived needs.

      (1) Check the statement which best expresses your feeling about the usefulness of the course for understanding and dealing with problems faced by you, your family, and community.

      (1.1) ☐ Useless
      (1.2) ☐ Somewhat useful
      (1.3) ☐ Useful
      (1.4) ☐ Very useful

      (2) List the topics covered in class which you think will be most helpful to you.

      ____
      ____
      ____
      ____
      ____

b. (continued)

(3) List the topics covered in class which you think will be least useful to you.

____

____

____

____

____

(4) List the topics not covered in class that you would like to see included in future courses.

____

____

____

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____

11. **Provide counseling for GJVS students in three major areas: occupational, academic, and personal.**

a. **Number of students requesting to see counselor** ____________

Type of Problem	Frequency
______________________________________	________
______________________________________	________
______________________________________	________
______________________________________	________
______________________________________	________

b. **Number of students recommended to counselor by teacher** ____________

Type of Problem	Frequency
______________________________________	________
______________________________________	________
______________________________________	________
______________________________________	________
______________________________________	________

c. Number of students receiving counseling at the GJVS during an academic year. ______________

d. Number of students who have improved as rated by teacher and student himself. ______________

(1) Check the statement which best describes the student's behavior in class since being sent to the counselor.

(1.1) ☐ The student is worse.
(1.2) ☐ The student is about the same.
(1.3) ☐ The student has improved.

(2) Please give your frank opinion about the following items concerning your GJVS education.

	Poor	Satisfactory	Good	Excellent
(a) Counseling given to students	____	____	____	____
(b) Teacher interest in student problems	____	____	____	____
(c) Counselor interest in student problems	____	____	____	____

12. Cooperate with the feeder schools to provide those student services for which the home schools will retain responsibility.

a. List the services GJVS will provide.

b. List the services the feeder schools will provide.

c. List the services to be provided by the feeder schools for which coordination has taken place between the GJVS and the feeder schools.

d. Number of GJVS students participating in extracurricular activities at their feeder schools. ____________

e. Graduate evaluation of opportunity for extracurricular activities.

	Poor	Satisfactory	Good	Excellent
Opportunity for participation in extracurricular activities at your home school.	___	___	___	___

f. Student participation in any extracurricular activities at feeder school.

(1) Do you participate in any extracurricular activities at your home school?

___ NO

___YES. If yes, please list the activities in which you participate.

____

____

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____

13. Provide a library of self-instructional materials for students enrolled in the various programs offered by the GJVS.

a. Is the self-instructional library operational?

_____ Yes _____ No

b. List the number of programs available by content or course area.

Content or Course Area	Number of Programs Available

c. Number of students making use of the facility. __________

d. Number of students receiving passing scores on post-tests. ______

e. Average grades or percent correct on each program. ___________

f. GJVS teacher ratings of usefulness of facility.

(1) Circle the letter that best expresses your feelings about the self-instructional materials library.

(1.1) a. Useless

(1.2) b. Of little value

(1.3) c. Helpful

(1.4) d. Very helpful

(2) Indicate in a paragraph or less what you find most useful about the self-instructional library.

Five Statements Most Frequently Mentioned

____

____

____

____

____

f. (continued)

(3) Indicate in a paragraph or less what you like least about the self-instructional library.

Five Dislikes Most Frequently Mentioned

(4) Indicate in a paragraph the single change that you feel would most improve the usefulness of the self-instructional library for you.

Five Changes Most Frequently Mentioned

g. Student ratings of the usefulness of the facility to them.

(1) Check the number that best expresses your feeling about the self-instructional library.

(1.1) It was useless to me.

(1.2) It helped very little.

(1.3) It was helpful.

(1.4) It was very helpful.

(2) Indicate in a paragraph or less what you liked best about the self-instructional library.

g. (continued)

(2) Indicate in a paragraph or less what you liked best about thesself-instructional library.

Five Likes Most Frequently Mentioned

____

____

____

____

____

(3) Indicate in a paragraph or less what you liked least about the self-instructional library.

Five Dislikes Most Frequently Mentioned

____

____

____

____

____

(4) Indicate in a paragraph the single change you feel would most improve the usefullness of the self-instructional library for you.

Five Changes Most Frequently Mentioned

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____

14. Work with joint apprenticeship committees on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.

   a. List the courses requiring apprenticeship credit. ____________

   b. Number of meetings held with joint apprenticeship committees for each course included under item a. ____________

   c. Amount of apprenticeship credit received by each course specified in item a. ____________

   d. Where credit was not given, list the reason and do so separately for each course.

Course	Reasons

B. Summary Sheet for Feeder School Objectives

1. Assist in the development of junior high and feeder school programs and curricula designed to aid the student in exploring the world of work and developing a realistic understanding of his own skills and abilities prior to selecting an academic or vocational high school plan of study.

   a. List of materials made available to feeder schools through the GJVS.

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   b. Number of visits to feeder schools and/or junior high schools by GJVS personnel to speak to the students as part of the guidance program. ________

   c. Number of meetings with feeder school guidance personnel responsible for program development.

Beavercreek	____________	Greeneview	____________
Cedar Cliff	____________	Sugarcreek	____________
Fairborn	____________	Xenia	____________

   d. Is there an operational guidance program designed to aid the student in exploring the world of work and developing a realistic understanding of his own skills and abilities in feeder schools and/or their junior high school?

	Yes	No		Yes	No
Beavercreek	___	___	Greeneview	___	___
Cedar Cliff	___	___	Sugarcreek	___	___
Fairborn	___	___	Xenia	___	___

2. Coordinate the placement of all students enrolled at the GJVS as well as any graduating members of feeder schools requesting such assistance.

   a. Have procedures been developed which specify what it is feeder school personnel must do and who they should contact at the GJVS to coordinate placement?

   _____ Yes _____ No

   ____

   ____

   ____

   ____

   ____

   If yes, list the procedures or steps which must be taken to initiate action by the GJVS.

   b. Feeder school guidance personnel awareness of procedures necessary to coordinate placement.

      (1) Number of feeder school counselors who can correctly provide the steps or procedures necessary to coordinate placement with the GJVS. ______________

      (2) Total number of feeder school counselors involved in coordinating GJVS placement programs. ____________

   c. Number of non-GJVS student requests for aid in placement (requests initiated by feeder school counselors).

   Beavercreek ____________ Greeneview ____________

   Cedar Cliff ____________ Sugarcreek ____________

   Fairborn ____________ Xenia ____________

   Total __________

   d. Number of non-GJVS students placed. __________

   e. Number of GJVS students to be placed. __________

   f. Number of GJVS students placed. __________

g. If coordination is poor-based on the difference between items (e) and (f), list reasons why this is so.

____

____

____

____

____

3. Provide information about the world of work and job opportunities to feeder school counselors.

   a. List the materials concerning the world of work and job opportunities that have been provided feeder school counselors.

      ____

      ____

      ____

      ____

      ____

4. Coordinate a uniform student testing program.

a. Have testing schedules been developed for each feeder school?

____ Yes ____ No

If no, indicate the schools for which schedules have not been developed.

______________________	______________________
______________________	______________________
______________________	______________________

b. Has a staff member in each feeder school been assigned responsibility for coordinating the GJVS testing program?

____ Yes ____ No

If no, indicate for which schools this is true.

______________________	______________________
______________________	______________________
______________________	______________________

c. Indicate the number of applicants tested from each feeder school.

Beavercreek	____________	Greeneview	____________
Cedar Cliff	____________	Sugarcreek	____________
Fairborn	____________	Xenia	____________

d. List the standardized tests being administered to feeder schoolsstudents desiring to go to the GJVS.

Beavercreek	Greeneview
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

d. (continued)

Cedar Cliff

____

____

____

____

____

Sugarcreek

____

____

____

____

____

Fairborn

____

____

____

____

____

Xenia

____

____

____

____

____

5. Provide opportunities for professional growth and development to feeder school counselors.

   a. Number of meetings and seminars designed for the professional growth and development of feeder school counselors. ________

      (1) Number of counselors attending each meeting or seminar.

      (a) ________ (d) ________
      (b) ________ (e) ________
      (c) ________ (f) ________

      (2) List the content or purpose of each meeting or seminar.

      (a) ________
      (b) ________
      (c) ________
      (d) ________
      (e) ________
      (f) ________

   b. List the books and articles provided to feeder school counselors that are designed to stimulate professional growth and development.

List of Book Titles	Number of Copies

List of Titles of Articles	Number of Copies

c. Please list the activities or content areas you think you need to know more about in order to be a better counselor.

Five Areas Most Frequently Mentioned

____

____

____

____

____

6. Coordinate the development of a local employers handbook containing the names of firms, types of jobs available, and person to contact for employment.

   a. Number of employers listed. ________

   b. Number of jobs listed. ________

   c. Number of job descriptions listed. ________

   d. Number of meetings and/or phone calls to coordinate development of handbook.

      ____

   e. List the problems involved in coordinating the development of the handbook.

      ____

      ____

      ____

      ____

      ____

   f. Has handbook been published? _____ Yes _____ No

      If yes, list the feeder schools having copies of handbook.

      ____________________________ ____________________________

      ____________________________ ____________________________

      ____________________________ ____________________________

   g. Number of students using the handbook.

Beavercreek	______________	Greeneview	______________
Cedar Cliff	______________	Sugarcreek	______________
Fairborn	______________	Xenia	______________

7. Provide the curriculum, facilities, and staff to train all students 16 years or older desiring a vocational education and meeting the curricular prerequisites.

a. Number of students applying for admission in September 1967. ______

b. Number of students enrolled in the GJVS in September 1967. ______

Course	Number Applying	Number Enrolled
Vocational Agriculture	______	______
Horticulture	______	______
Advanced Stenographic	______	______
Advanced Business Machines	______	______
Data Processing	______	______
Cooperative Office Education	______	______
Auto Body Repair	______	______
Auto Mechanics	______	______
Carpentry	______	______
Commercial Art	______	______
Cosmetology	______	______
Dental Assistant	______	______
Medical Assistant	______	______
Electronics	______	______
Machine Trades	______	______
Mechanical Drafting	______	______
Printing	______	______
Food Preparation and Service	______	______
Diversified Cooperation Training	______	______
Distributive Education	______	______
Occupational Work Experience	______	______

8. Provide record keeping and transfer functions adequate to meet the requirements of the feeder schools as well as the GJVS.

   a. Did the records and reports required by the State Department of Vocational Education result in the reimbursement anticipated?

      ____ Yes ____ No

      If no, indicate why.

   b. Number of complaints registered by feeder school personnel to GJVS personnel concerning GJVS record keeping.

	Type of Complaint	Frequency
Counselors		
Principals		
Teachers		

   c. GJVS teacher comments about the availability of GJVS student records.

      Five Comments Most Frequently Mentioned

d. List of courses maintaining behavioral records of student performance (Example: correctly replaced clutch, realigned brakes, etc.)

________________________ ________________________

________________________ ________________________

________________________ ________________________

________________________ ________________________

e. Has responsibility been assigned for the maintenance of evaluation records?

____ Yes ____ No

If yes, identify this person or persons.

C. Summary Sheet for Adult Objectives

1. Provide the opportunity and facilities for adults, particularly those caught in the cycle of poverty, to learn new employable skills compatible with their interests, aptitudes, and level of achievement as reflected by adult course selection, test results, and counselor evaluation.

   a. Number of adults enrolled in programs designed for employment.

   ____

   b. List of adult courses available.

   ____________________ ____________________
   ____________________ ____________________
   ____________________ ____________________
   ____________________ ____________________
   ____________________ ____________________

   c. Number and percent of adults placed in a course in which their profile of interests, aptitudes, and achievement exceed the minimum profile deemed necessary for success in that area.

   Number __________
   Percent __________

   d. GJVS counselor satisfaction with adult placement procedures.

   A written evaluation of the adult enrollment procedures will be made. The report will stress ways in which the procedures can be improved and/or simplified.

   List the major points mentioned in this report.

   ____
   ____
   ____
   ____
   ____

e. **GJVS teacher ratings of the appropriateness of student placement.**

(1) **List the names of adults in your classroom who you feel were not properly placed.**

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Total number of students teachers feel were not properly placed. ________

(2) **Indicate why you feel this to be true. Please do so for each student named in (1).**

Five Most Frequently Stated Reasons

____

____

____

____

____

f. Employer evaluation of placement in terms of job performance.

Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

ANSWER THE THREE QUESTIONS AT THE RIGHT FOR EACH OF THE SKILL AND KNOWLEDGE CHARACTERISTICS BELOW	1 How important is this skill for his present job				2 How would you evaluate him on this skill				3 How does he compare with others of about his age who do the same work but had no vocational course in high school			
	1 Of no real importance	2 Slightly important	3 Considerably important	4 Of critical importance	1 Needs much improvement	2 Generally satisfactory	3 Generally above average	4 Outstanding	1 Have no one to fairly compare him with	2 Does not do as well as others doing same work	3 Does about as well as others doing same work	4 Does better than others doing same work
1 MANUAL JOB SKILLS. Refers to skill at using or operating tools, equipment, materials, machines, etc., in the trade.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts underlying the practical trade work.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co-workers, other tradesmen, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
10 ATTITUDE TOWARD WORK. Refers to such behavior as absenteeism, rule violation, concern for quality work, cooperation, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

g. Adult evaluation of placement.

(1) Did the GJVS offer the vocational course you really wanted to take?

☐ YES. If yes, did you get to take it?

(1.1) ☐ Yes, I took the course I wanted.

(1.2) ☐ No, I could not take the course I wanted because ______________________________

____

List of Five Most Frequent Reasons Provided in 1.2

____

____

____

____

____

☐ NO. If no, what course did you want to take that was not offered? ______________________________

List of Five Most Frequently Mentioned Courses

____

____

____

____

____

2. Provide broad, highly relevant job training which reflects actual industrial performance. The curriculum will incorporate the advice of both industry and labor.

   a. T&I supervisor and/or the director approval of the equipment, shop setup, and outline of the tasks to be included in the course of study.

      ____ Approved.

      ____ Not approved--for reasons listed below.

      ____
      ____
      ____
      ____
      ____

   b. Advisory committee ratings:

	Poor (1)	Fair (2)	Good (3)	Excellent (4)
(1) Adequacy of shop facilities	( )	( )	( )	( )
(2) Relevance of training to actual industrial performances	( )	( )	( )	( )
(3) Breadth or completeness of training	( )	( )	( )	( )

   c. List the number of students successfully performing each course task or activity. (Example: The number of students able to correctly replace brake linings)

      Course Title ______________________________

      Number of Students in Class ______________________________

	Course Tasks	Number of Students Successfully Completing Course Tasks
EXAMPLE:	"Replace brake linings"	"19"
	______________________________	______
	______________________________	______
	______________________________	______
	______________________________	______
	______________________________	______
	______________________________	______
	______________________________	______

d. List the courses having advisory committees as well as the number of representatives of both industry and labor composing each committee.

Course Title ____________________________________

Advisory Committee _____ Yes _____ No

Number of Members Representing Industry _________

Number of Members Representing Labor _________

Number of Meetings Held with Advisory Committee _________

e. Graduate evaluation of relevance of training

(1)

Was your first full-time job in the trade or field for which you were trained in high school?

If Yes: Indicate how well your vocational course prepared you for your first full-time job.

☐ 1. Exceptionally well-prepared; training covered all essentials required by first job
☐ 2. Well-prepared on the whole; but there were some important gaps in training
☐ 3. Poorly prepared; much that I needed to know was not covered in vocational course

If No: Mark reason below.

☐ 1. No job available in area of training
☐ 2. Learned new job by continuing school
☐ 3. Learned new job in military service
☐ 4. Decided I liked other work better
☐ 5. Not accepted as apprentice in trade
☐ 6. Other (specify) ______________________________

(2)

How did the: (1) tools and equipment, (2) work methods, and (3) work materials used on your first full-time job compare with those used in your vocational shop courses? If a sub-item is not applicable, mark the box NA to the right. Otherwise, mark your answer.

TOOLS & EQUIPMENT ☐ NA	WORK METHODS ☐ NA	WORK MATERIALS ☐ NA
☐ 1. Identical or almost so	☐ 1. Identical or almost so	☐ 1. Identical or almost so
☐ 2. Little real difference	☐ 2. Little real difference	☐ 2. Little real difference
☐ 3. Very much different	☐ 3. Very much different	☐ 3. Very much different
If you marked 3 above (Very much different), did it take long to learn what was new?		
☐ 1. Only about a few weeks	☐ 1. Only about a few weeks	☐ 1. Only about a few weeks
☐ 2. Less than three months	☐ 2. Less than three months	☐ 2. Less than three months
☐ 3. About three-six months	☐ 3. About three-six months	☐ 3. About three-six months
☐ 4. About six months-a year	☐ 4. About six months-a year	☐ 4. About six months-a year
☐ 5. More than a year	☐ 5. More than a year	☐ 5. More than a year

e. (continued)

(3)

For each of the skill areas listed below, answer the four questions at the right. → Indicate your answers by marking appropriate boxes.	1 How important is this skill for your present job?				2 How much of this skill was learned in high school?				3 Where did you learn the most about this skill?					4 Do you feel the need for more instruction or training in this area? (Mark either Yes or No)
	1 Of No Real Importance	2 Slightly Important	3 Considerably Important	4 Of Critical Importance	1 Almost Nothing	2 Some, But Not Much	3 Large Amount	4 Almost All	1 High School Coop Program	2 High School Shop or Class	3 Apprentice Program	4 On Regular Job	5 Elsewhere	
1 MANUAL JOB SKILLS. Refers to skill at using or operating tools, equipment, materials, machines, etc., in your work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts underlying the practical trade work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing, drafting, sketching, etc., to communicate ideas.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co-workers, other trades, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
10 OTHER SKILLS. Add what you feel applies to your job and is not covered by the above. __________ __________	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No

f. Employer's evaluation of relevance of GJVS training.

(1)

Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

ANSWER THE THREE QUESTIONS AT THE RIGHT FOR EACH OF THE SKILL AND KNOWLEDGE CHARACTERISTICS BELOW	1 How important is this skill for his present job				2 How would you evaluate him on this skill				3 How prepared was he when he first started working			
	1 Of no real importance	2 Slightly important	3 Considerably important	4 Of critical importance	1 Needs much improvement	2 Generally satisfactory	3 Generally above average	4 Outstanding	1 Have no one to fairly compare him with	2 Does not do as well as others doing same work	3 Does about as well as others doing same work	4 Does better than others doing same work
1 MANUAL JOB SKILLS. Refers to skill at using or operating tools, equipment, materials, machines, etc., in the trade.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts underlying the practical trade work.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co-workers, other tradesmen, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
10 ATTITUDE TOWARD WORK. Refers to such behavior as absenteeism, rule violation, concern for quality work, cooperation, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

3. Place each adult desiring aid in finding a job in an occupation compatible with his interests, training, and achievement as rapidly as possible. This job should provide a level of remuneration at least equal to minimum acceptable wage levels.

a. Adult evaluation

(1) How long after completing your GJVS training did it take you to get your first full-time job?

________ months

(2) How did you get your first full-time job after completing your GJVS training? Mark all that apply.

(2.1) ☐ By answering a want-ad.
(2.2) ☐ Private employment agency.
(2.3) ☐ State employment agency.
(2.4) ☐ Help of school teacher.
(2.5) ☐ Help of school counselor.
(2.6) ☐ Help of school director.
(2.7) ☐ Help of friend or relative.
(2.8) ☐ Other than above; please explain. ______________
____
____

(3) Was your first full-time job since completing your GJVS courses related to the trade or field in which you were trained? _____ Yes _____ No

If yes, indicate how well your vocational course prepared you for your first full-time job.

(3.1) ☐ Exceptionally well prepared; training covered all the important requirements of the job.

(3.2) ☐ Well prepared on the whole; but there were some important gaps in training.

(3.3) ☐ Poorly prepared; much that I needed to know was not covered in the GJVS course.

If no, mark reason below.

(3.4) ☐ No job available in area of training.
(3.5) ☐ Learned new job by continuing school.
(3.6) ☐ Learned new job in military service.
(3.7) ☐ Decided I liked other work better.
(3.8) ☐ Not accepted as apprentice in trade.
(3.9) ☐ Other (specify): ______________________
____

a. (continued)

(4) How interested were you in your first full-time job? Check the statement that best applies.

(4.1) ☐ Not interested at all, but I needed a job.
(4.2) ☐ Some interest.
(4.3) ☐ Good deal of interest.

b. GJVS course instructor evaluation of compatibility of job accepted by (adult's name) in terms of his achievement and training.

(1) What would you say the relationship was between the first job accepted by (adult's name) and his training. Check the statement that best applies.

(1.1) ☐ Little or no relationship.
(1.2) ☐ Some relationship.
(1.3) ☐ Great deal of relationship.

(2) Which of the following statements best describes the relationship between the job accepted by (adult's name) and achievement in school. Check the statement that best applies.

(2.1) ☐ Job too easy for student.
(2.2) ☐ Job too difficult for student.
(2.3) ☐ Job appropriate to student's level of achievement.

c. Graduate starting salaries

(1) Indicate the average starting salary or hourly wage of graduates of the GJVS--by course--excluding those in the military or other national service organizations.

Course	Starting Salary

4. Provide the opportunity for adults to learn the skills necessary for upgrading and promotion.

   a. List the courses offered for upgrading and promotion.

Courses	Enrollment
______________________________	________
______________________________	________
______________________________	________
______________________________	________
______________________________	________

   b. T&I supervisor and/or the director's approval of the equipment, shop setup, and outline of the tasks to be included in the course of study.

_____ Approved

_____ Not approved--for reasons listed below.

____

____

____

____

____

   c. List the number of students successfully performing each course task or activity. (Example: Number of students able to correctly replace brake linings)

Course Title ____

Number of Students in Class ______________________________

Course Tasks	Number of Students Successfully Completing Course Tasks
______________________________	________
______________________________	________
______________________________	________
______________________________	________
______________________________	________
______________________________	________
______________________________	________

d. List the courses having advisory committees as well as the number of representatives of both industry and labor composing each committee.

Course Title ______________________________

Advisory Committee _____ Yes _____ No

Number of Meetings Held with Advisory Committee __________

Number of Members Representing Industry __________

Number of Members Representing Labor __________

e. Advisory committee ratings:

	Poor (1)	Fair (2)	Good (3)	Excellent (4)
(1) Adequacy of shop facilities	( )	( )	( )	( )
(2) Relevance of training to actual industrial performances	( )	( )	( )	( )
(3) Breadth or completeness of training	( )	( )	( )	( )

f. Graduate followup (6 months)

(1) Have you had a salary increase since taking the GJVS course to update your skill? _____ Yes _____ No

If yes, how much of an increase per month? ____________

(2) Have you had a promotion since taking the GJVS course to update your skill? _____ Yes _____ No

g. Employer comments

Since taking the following upgrading course ________________, have you noticed any improvement in the job performance of ____________________________ on any of the following skills. Check all that apply.

	A Great Deal	Some	No Improvement
(1) Manual Skills	____	____	____
(2) Job Practical Knowledge	____	____	____
(3) Job Theoretical Knowledge	____	____	____
(4) Mathematical Skills	____	____	____
(5) Communication Skills	____	____	____
(6) Reading and Interpretative Skills	____	____	____

		A Great Deal	Some	No Improvement
(7)	Clerical Skills	____	____	____
(8)	Personal Relations Skills	____	____	____
(9)	Supervisory Skills	____	____	____
(10)	Other Skills; Add what you feel applies to your job and is not covered above.	________________ ________________		

5. Provide the opportunity for adults to learn the skills useful in various leisure time activities.

a. List of leisure time courses offered.

Courses	Enrollment

Male ________

Female ________

b. Follow-up of leisure time course participants.

(1) Please indicate the leisure time course you were enrolled in at the GJVS. ____________________

(2)

How frequently do you engage in the following types of leisure-time activities?

	ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY 3	ALMOST DAILY 4
1. Reading newspapers	☐	☐	☐	☐
2. Engaging in craft hobbies (model building, jewelry making, etc.)	☐	☐	☐	☐
3. Reading professional or trade books and periodicals	☐	☐	☐	☐
4. Attending athletic events as a spectator	☐	☐	☐	☐
5. Attending plays, concerts, ballets, etc.	☐	☐	☐	☐
6. Watching television programs	☐	☐	☐	☐
7. Gardening (raising flowers, fruit trees, vegetables, etc.)	☐	☐	☐	☐
8. Reading general magazines (LIFE, LOOK, READERS' DIGEST, etc.)	☐	☐	☐	☐
9. Working at home shop activities (woodworking, metalworking, etc.)	☐	☐	☐	☐
10. Attending educational courses for self-improvement	☐	☐	☐	☐
11. Engaging in team sports (softball, football, etc.)	☐	☐	☐	☐
12. Engaging in performing arts (acting, singing, instruments, etc.)	☐	☐	☐	☐
13. Visiting or entertaining friends	☐	☐	☐	☐
14. Reading non-fiction books (biography, history, travel, etc.)	☐	☐	☐	☐
15. Collecting stamps, coins, rocks, or other items	☐	☐	☐	☐
16. Attending educational lectures and discussion groups	☐	☐	☐	☐
17. Engaging in individual sports (swimming, hunting, fishing, etc.)	☐	☐	☐	☐
18. Listening to music at home for pleasure	☐	☐	☐	☐
19. Going to the movies	☐	☐	☐	☐
20. Other (please write in) ____________	☐	☐	☐	☐

c. Did the GJVS offer the leisure time course you really wanted to take? _____ Yes _____ No

c. (continued)

If no, identify the course you would like to see taught.

____

Five Courses Most Frequently Requested

____
____
____
____
____

d. Did you learn what you wanted to about the leisure time activity? _____ Yes _____ No

Five Most Frequently Cited Explanations

____
____
____
____
____

6. Provide a library of self-instructional materials for adults enrolled in the various vocational programs offered by the GJVS.

   a. Is the self-instructional library operational? _____ Yes _____ No

   b. List the number of programs available by content or course area.

Area	Number of Programs
______________________________	_____
______________________________	_____
______________________________	_____
______________________________	_____
______________________________	_____
______________________________	_____
______________________________	_____
______________________________	_____
______________________________	_____
______________________________	_____

   c. Number of adults making use of the facility. __________

   d. Number and percent of adults receiving passing scores on post-tests.

      Number __________

      Percent __________

   e. Average grade or percent correct obtained by adults on each program.

      ____

   f. GJVS teacher ratings of usefulness of the facility for adult education.

      (1) Circle the letter that best expresses your feelings about the usefulness of the self-instructional facility for adults.

      (1.1) a. Useless
      (1.2) b. Of little value
      (1.3) c. Useful
      (1.4) d. Very useful

f. (continued)

(2) Indicate in a paragraph or less what you find most useful about the self-instructional library.

Five Most Frequently Mentioned Uses

____

____

____

____

____

(3) Indicate in a paragraph or less what you like least about the self-instructional library.

Five Dislikes Most Frequently Mentioned

____

____

____

____

____

(4) Indicate in a paragraph the single change that you feel would most improve the usefulness of the self-instructional library for you.

Five Most Frequently Mentioned Changes

____

____

____

____

____

g. Adult ratings of the usefulness of the facility to them.

(1) Circle the letter that best expresses your feelings about the usefulness of the self-instructional library to you.

(1.1) a. It was useless.

(1.2) b. It helped very little.

(1.3) c. It was useful.

(1.4) d. It was very useful.

g. (continued)

(2) Indicate in a paragraph or less what you liked best about the self-instructional library.

Five Most Frequently Mentioned Likes

(3) Indicate in a paragraph or less what you liked least about the self-instructional library.

Five Most Frequently Mentioned Dislikes

(4) Indicate in a paragraph or less the single change you feel would most improve the usefulness of the self-instructional library for you.

Five Improvements Most Frequently Mentioned

7. **Work with joint apprenticeship committees on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.**

   a. **List the courses requiring apprenticeship credit.**

   b. **Number of meetings held with joint apprenticeship committees for each course listed under item (a).**

Course	Number of Meetings

   c. **Amount of apprenticeship credit received by each course listed in item (a).**

Course	Apprenticeship Credit

d. Where credit was not given, list the reason. This should be done done separately for each course.

Five Reasons Most Frequently Given

____

____

____

____

____

D. Summary Sheet for Employer Objectives

1. Be responsive to the employment needs of local industry and provide them with appropriately trained personnel.

   a. List the sources of information about employment data being received by the GJVS.

      ____

      ____

      ____

      ____

      ____

   b. Is there a routing procedure of the above mentioned material to relevant GJVS personnel (Director, Superintendent, and Area Supervisors)?

      ____ Yes ____ No

   c. Number of meetings with representatives of employers and labor to discuss training needs.

      ____

d. Employer evaluation of GJVS graduates.

Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

ANSWER THE THREE QUESTIONS AT THE RIGHT FOR EACH OF THE SKILL AND KNOWLEDGE CHARACTERISTICS BELOW	1 How important is this skill for his present job				2 How would you evaluate him on this skill				3 How does he compare with others of about his age who do the same work but had no vocational course in high school			
	1 Of no real importance	2 Slightly important	3 Considerably important	4 Of critical importance	1 Needs much improvement	2 Generally satisfactory	3 Generally above average	4 Outstanding	1 Have no one to fairly compare him with	2 Does not do as well as others doing same work	3 Does about as well as others doing same work	4 Does better than others doing same work
1 MANUAL JOB SKILLS. Refers to skill at using or operating tools, equipment, materials, machines, etc., in the trade.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts underlying the practical trade work.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co-workers, other tradesmen, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
10 ATTITUDE TOWARD WORK. Refers to such behavior as absenteeism, rule violation, concern for quality work, cooperation, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

2. Provide an employment service with a "known quality product" to local employers.

   a. List of courses for which records of the tasks students actually can perform is available.

      ____________________ ____________________
      ____________________ ____________________
      ____________________ ____________________
      ____________________ ____________________
      ____________________ ____________________

   b. List of employers contacting the school for employees.

      ____________________ ____________________
      ____________________ ____________________
      ____________________ ____________________
      ____________________ ____________________
      ____________________ ____________________

   c. List of the employers contacted by the GJVS.

      ____________________ ____________________
      ____________________ ____________________
      ____________________ ____________________
      ____________________ ____________________
      ____________________ ____________________

3. Provide facilities for employers to retrain and/or update employees.

   a. List of the employers contacting GJVS concerning the retraining and updating of their employees.

   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________

   b. List of the employers contacted by the GJVS regarding the opportunity for retraining and updating their employees.

   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________

   c. Number of meetings conducted to discuss employee retraining and upgrading with local employers.

Local Employers	Number of Meetings

   d. List of the retraining and upgrading courses offered by the GJVS.

   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________

E. Summary Sheet for GJVS Staff Objectives

1. Provide a working context attractive to superior teachers and administrators.

    a. List the working conditions or procedures which detract from your maximum job performance.

    Five Points Most Frequently Mentioned

    ____

    ____

    ____

    ____

    ____

    b. List the things that you think would allow you to do your job better.

    Five Points Most Frequently Mentioned

    ____

    ____

    ____

    ____

    ____

2. Provide a continuing program of staff self-development and improvement.

a. Is there a formal teacher evaluation program?

_____ Yes _____ No

If yes, indicate minimum number of meetings or observations scheduled by supervisor.

____

b. Number of teachers participating in courses, seminars, or workshops designed to update their teaching skills.

____

Number of staff members __________

Number participating in updating programs __________

c. Teacher perception of supervision

(1) Do you feel you have adequate time to discuss relevant matters with your supervisor?

_____ Yes _____ No

If no, cite an example of topic you would like to discuss.

Five Topics Most Frequently Mentioned

____

____

____

____

____

(2) List the areas in which you feel your supervisor has been most helpful.

Five Areas Most Frequently Mentioned

____

____

____

____

____

(3) List the areas in which you feel you need the most aid in order to develop professionally.

Five Areas Most Frequently Mentioned

____

____

____

____

____

F. Summary Sheet for Community Objectives

1. Maintain contact with local schools, agencies, and private groups making a concerted attack upon the problems of school, family, and community that incorporate or reflect the objectives of the GJVS.

    a. List the local schools, agencies, and private groups making a concerted attack on the problems of school, family, and community.

Groups	Contact
____________________	____ Yes ____ No
____________________	____ Yes ____ No
____________________	____ Yes ____ No
____________________	____ Yes ____ No
____________________	____ Yes ____ No
____________________	____ Yes ____ No
____________________	____ Yes ____ No
____________________	____ Yes ____ No
____________________	____ Yes ____ No
____________________	____ Yes ____ No

    b. Where answer is "Yes" to item (a), describe the number and type of contacts made.

Group	Type of Contact-- Phone, Personal Letter, Other	Number of Contacts
____________________	______________	______
____________________	______________	______
____________________	______________	______
____________________	______________	______
____________________	______________	______
____________________	______________	______
____________________	______________	______
____________________	______________	______
____________________	______________	______
____________________	______________	______

c. List the agencies with whom you are actively cooperating or coordinating programs.

Agencies	**Type and Purpose of Program**

2. Provide a technical library open to all residents of Greene County.

a. Is the library operational?

_____ Yes _____ No

If yes:

(1) Number of volumes. __________

(2) Range of texts; content areas. List them.

(3) Number of local residents using library. __________

(a) Number of residents with library card. __________

(b) Number who use it as resource. __________

(c) Number of employers and companies using library facilities. __________

b. Comments or suggestions made by library users involving ways to improve service.

(1) In a paragraph or less, please indicate what you like best about the library.

Five Topics Most Frequently Mentioned	Frequency

(2) In a paragraph or less, please indicate what you like least about the library.

Five Topics Most Frequently Mentioned	Frequency

(3) Indicate in a paragraph or less what the library could do to be of more use to you.

Five Topics Most Frequently Mentioned	Frequency

3. Provide meeting rooms for educational and civic organizations.

a. List of organizations making use of GJVS meeting rooms.

Organizations	Frequency	Number of Persons Attending

b. Comments about use of room by the responsible member of the organization.

(1) Were the facilities and arrangements adequate?

____ Yes ____ No

If no, explain.

Five Topics Most Frequently Mentioned

____

____

____

____

____

(2) List any suggestions that might make the GJVS facilities more useful to you.

Five Topics Most Frequently Mentioned	Frequency

4. Provide information about the GJVS to school students, parents, and adults in need of vocational education, employers, and civic and social organizations.

   b. List of organizations to which GJVS personnel made presentation.

Organizations	Approximate Number of People Attending Meeting

   c. List of personnel responsible for public relations and/or GJVS presentations.

Name	Number of Presentations

   a. List of groups and organizations for which presentations explaining the objectives of the GJVS would be useful to the accomplishment of GJVS goals.

5. Provide a centralized vocational education facility that is more efficient at meeting county needs than the previous system of separate facilities for each school district.

   a. List the vocational education courses taught at each feeder school during the September 1966 academic year and their enrollment.

	Courses	Enrollment
Beavercreek		
Cedar Cliff		

a. (continued)

	Courses	Enrollment
Fairborn		
Greeneview		
Sugarcreek		

a. (continued)

	Courses	Enrollment
Xenia		

b. List the vocational education courses taught at the GJVS and the enrollment in each course.

Courses	Enrollment

c. List the courses available at the GJVS that were not available at the feeder schools. Separate comparisons will be made between the GJVS course offerings and each feeder school.

Beavercreek

Greeneview

Cedar Cliff

Sugarcreek

Fairborn

Xenia

d. List the courses or extra sections of courses provided in the feeder schools as of September 1967 which were not offered prior to the opening of the GJVS.

Beavercreek	**Greeneview**

Cedar Cliff	**Sugarcreek**

Fairborn	**Xenia**

e. The number of students enrolled in courses, both in the feeder schools and the GJVS, which were not available to students prior to the opening of the GJVS in September 1967. __________

f. Proportion of feeder school costs attributable to vocational education.

Beavercreek

		Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		

Cedar Cliff

		Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		

f. (continued)

Fairborn

		Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		

Greeneview

		Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		

f. (continued)

Sugarcreek

		Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		

Xenia

		Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		

g. GJVS Expenditures

(1) Attendance Services __________
(2) Health Services __________
(3) Transportation Services __________
(4) Operation of Plant __________
(5) Fixed Charges __________
(6) Food Services __________
(7) Student Body Activities __________
(8) Instructional Costs __________
(9) Maintenance of Plant __________
(10) Capital Outlays __________

6. Create and maintain a favorable image of the GJVS and its services.

What are your opinions of the school in terms of the characteristics listed below? Give your answers by checking the appropriate space at the right. If you do not feel qualified to voice an opinion or have no opinion, please check the "no opinion" space.

	SCHOOL CHARACTERISTICS	1 NO OPINION	2 POOR	3 FAIR	4 GOOD	5 EXCELLENT
1.	Adequacy of shop facilities	( )	( )	( )	( )	( )
2.	Competence of vocational instructors	( )	( )	( )	( )	( )
3.	Adequacy of student counseling	( )	( )	( )	( )	( )
4.	Efforts to prevent drop-outs	( )	( )	( )	( )	( )
5.	Quality of course offerings	( )	( )	( )	( )	( )
6.	Relationship with community	( )	( )	( )	( )	( )
7.	Reputation in community	( )	( )	( )	( )	( )
8.	Skill level of vocational graduates	( )	( )	( )	( )	( )
9.	Relationship with local employers	( )	( )	( )	( )	( )
10.	Relationship with local labor groups	( )	( )	( )	( )	( )
11.	Quality of vocational students	( )	( )	( )	( )	( )
12.	Variety of course offerings	( )	( )	( )	( )	( )
13.	Effort to place graduates	( )	( )	( )	( )	( )
14.	Work habits and attitudes of grads.	( )	( )	( )	( )	( )

EVALUATION PLAN

EVALUATION PLAN

The evaluation plan is intended to provide a description of a way in which the assessment items can be used and analyzed. It specifies who should fill out the item, the approximate time it should be administered, the individual responsible for summarizing the data, as well as the action to be taken with this summary. In all cases, unless clearly specified in the plan, copies of the data summary should be provided to the director and superintendent of the GJVS. When appropriate, additional copies of these data should also be sent to feeder school personnel.

The plan will describe how to use each item and will closely follow the format and arrangement of the Data Summary Sheets. In many instances, the plan will refer back to the summary sheets and elaborate on the manner in which they should be utilized. It is hoped that the Data Summary Sheets and the Evaluation Plan will enable the GJVS to carry on its own evaluation with minimal assistance from outside specialists.

PLAN FOR STUDENT OBJECTIVES

1. Provide the opportunity for a vocational education to all Greene County high school students 16 years or older who meet the curricular prerequisites.

   (1.1) All items assessing this objective are the responsibility of the GJVS counselor. Items should be completed by 1 June of each academic year. During the first year of operation, these items should be completed by 1 October 1967. After reviewing the summary data, the director and/or superintendent will take appropriate action.

2. Increase the number of curricular offerings and choices available to high school students in Greene County.

   (2.1) All items assessing this objective are the responsibility of the GJVS counselor. Items should be completed by 1 October of each academic year. After reviewing the summary data, the director and/or superintendent will take appropriate action.

3. Reduce the number of students of high school age who fail to complete high school.

   (3.1) All items assessing this objective are the responsibility of the GJVS counselor.

   (3.2) In item a, the number of dropouts for each feeder school for years 1964, 1965, and 1966 should be averaged to provide the average number of dropouts for each feeder school during the most recent periods prior to the opening of the GJVS.

   (3.3) In order to complete item d, attempts should be made by the GJVS counselor and feeder school counselors to interview by phone or in person those individuals who drop out of school during the academic year. In addition, attempts should also be made to interview feeder school students who dropped out during the September 1966 academic year. We are interested in determining why students say they leave school so that we can reduce this number by developing programs that meet their needs.

   (3.4) All items should be completed by 1 May of each academic year. During the first year of operation, the items dealing with feeder school dropouts during the academic year beginning September 1966 should be completed by 1 December 1967.

(3.5) Completed copies of the Data Summary Sheet covering objective 3 should be provided to both the director and superintendent of the GJVS. Copies should also be sent to the Superintendent of feeder schools and their guidance counselors. It may be reasonable to have a county-wide meeting once or twice a year to discuss the dropout problem and methods of reducing it.

4. Place each student desiring a vocational education in a curriculum compatible with his interests, aptitudes, and achievements as reflected by student course selections, measurement of student interests, teacher evaluation, counselor evaluation, test results, and parental consent.

(4.1) Item a will be the responsibility of the GJVS counselor. It will be completed by 1 June of each academic year. However, the first report dealing with the beginning students will be made by 1 October 1967. Copies of the completed Data Summary Sheet for objectives should be provided to both the director and superintendent of the GJVS.

(4.2) Item b will be the responsibility of the GJVS counselor. It will be completed by 1 October of each year. It will involve contacting feeder school personnel as well as GJVS personnel to determine the number and type of parental complaints. The five most frequent types of complaints will be identified and provided to the director and superintendent of the GJVS. A meeting between the GJVS counselor, director, and superintendent will be held late in October to discuss ways of solving or reducing parental complaints.

(4.3) Item c will be the responsibility of the GJVS counselor and will require him to critically review the student enrollment procedures and make recommendations to the GJVS director and superintendent. The evaluation of the June enrollment procedures should be completed by 1 October of the following academic year.

(4.4) Item d should be completed by each GJVS instructor. Evaluation sheets should be provided to them by 1 December of each academic year. Items should be completed by 31 December. These sheets will then be sent to the GJVS counselor. He will summarize the data by indicating the total number of students that instructors feel were incorrectly placed and the five most frequent reasons they cite for believing this. The counselor should meet with each instructor making a complaint and discuss the problem in more detail. When necessary, the GJVS director and superintendent should also be contacted.

(4.5) Item e is the responsibility of the GJVS counselor. He should make note of the complaints registered by feeder school personnel concerning GJVS enrollment procedures and classify them by school. A list of the five most frequent complaints should be constructed. This report should be completed by 1 October and will reflect the criticism associated with the enrollment taking place during the preceding May. A meeting should be arranged with the GJVS counselor, director, and superintendent and will be held late in October to discuss ways of solving or reducing feeder school complaints.

(4.6) Item f will be the responsibility of the GJVS superintendent. He will list any complaints raised by his school board regarding GJVS enrollment procedures. These issues will be discussed at the meeting to be held late in October to discuss enrollment problems.

(4.7) Item g will be completed by employers and/or supervisors of GJVS graduates. These questionnaires will be mailed out one year after the students have graduated. Questionnaires should be mailed at a time which is administratively convenient for the GJVS staff. Forms should be returned to the GJVS counselor who will be responsible for computing mean scores for each item for each vocational major as well as an overall GJVS mean score.

(4.8) Item h will be completed by GJVS students and will only be administered to students spending their first year at the GJVS. Item administration will take place in early May. Completed forms will be provided to the GJVS counselor who will be responsible for summarizing the data and listing the five most frequent reasons why students think they could not take the course they wanted. In addition, a list of the five courses most frequently mentioned when students were asked to identify the course they wanted to take that was not offered will be provided. This data will be reviewed by the director and superintendent and will be given consideration when the school offers additional courses.

5. Provide broad, highly relevant job training which reflects actual industrial performance. The curriculum will incorporate the advice of both industry and labor.

   (5.1) Item a should be completed by the T&I supervisor and/or the director of the GJVS. It should be filled out prior to 5 September of each academic year. When course outlines are not approved, conferences between the instructor and his supervisor should take place as soon as possible to correct deficiencies.

   (5.2) Item b should be completed by all advisory committee members and can be sent by mail to their homes. This item should be mailed in early October. The GJVS counselor will have the responsibility for summarizing the data returned by them. Mean scores should be obtained for each course using an advisory committee. When mean scores are two or less, advisory members should be interviewed to determined why they feel the course is only "fair," and what steps are necessary to improve the course.

(5.3) Item c should be completed by each GJVS vocational instructor. These records should be handed in by the end of each academic year, and presented to the GJVS director for review.

(5.4) Item d is the responsibility of the T&I supervisor and should be completed by the end of each academic year.

(5.5) Item e should be mailed to and completed by the GJVS graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data returned by graduates. Frequency counts by each vocational major and overall GJVS scores can be used for summarization. A meeting should be conducted with the GJVS director and superintendent to discuss the implications of these results.

(5.6) Item f will be mailed to and completed by employers of GJVS graduates one year after their graduation. The GJVS counselor will be responsible for summarizing the data returned by employers. Mean scores by vocational major and overal GJVS means can be used for summarization. A meeting should be conducted with the GJVS director and superintendent to discuss the implications of these results.

6. Provide each student desiring a job with employable skills which result in a level of remuneration at least meeting minimum wage standards.

(6.1) In order to assess this objective, GJVS vocational course instructors will call graduates of their courses three months after graduation to determine their starting salary or hourly wage. Course instructors will then place the data for all students from their class on a sheet and send it to the GJVS counselor. The counselor will be responsible for computing the average starting salary or hourly wage for each vocational major and the overall GJVS average. The director and superintendent will review this data and take appropriate action.

7. Place each student desiring a job in an available position compatible with his interests, training, and achievement as rapidly as possible after graduation from the GJVS.

(7.1) Item a will be mailed to and completed by GJVS graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data returned by graduates. Frequency counts by vocational major and overall GJVS counts can be used for summarization. A meeting with the director and superintendent should be held to discuss the implications of these results.

(7.2) Item b will be completed by GJVS vocational course instructors. This item should be completed at the same time the instructors call to determine the starting salary or hourly wage of their graduates. Course instructors will then send the data for all their students to the GJVS counselor for summarization. Frequency counts by vocational major and overall GJVS can be used for summarization. This data will then be provided to the director and superintendent for review.

8. Provide students with attitudes and information useful in adjusting to the working world as citizens and individuals seeking self-fulfillment.

   (8.1) Item a is to be mailed to and answered by the employers of GJVS graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data returned by graduates. Mean scores by vocational major and overall GJVS means can be used for summarization. The completed data summaries should be provided to the director and superintendent for review. If any vocational major has a mean less than 3, attempts should be made to contact employers to investigate the reasons for the low rating.

   (8.2) The remaining items assessing this objective will be mailed to and completed by GJVS graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data. Mean scores by vocational major and overall GJVS means can be used for summarization. The completed data summaries should be provided to the director and superintendent for review.

9. Provide an English program which emphasizes the practical applications of English to daily life and work.

   (9.1) Item a should be completed by the GJVS director and/or the superintendent by 5 September of each academic year. When the course is rated as being less than relevant a meeting with the course instructor should be held as soon as possible. During this meeting, discussions should take place which identify those aspects of the course that should be changed. Suggestions should also be made concerning methods of improving the course content and organization.

   (9.2) Item b should be completed by GJVS students at the end of each academic year. Forms should be provided in the English class to assess student reaction to the course. The course instructor will be responsible for summarizing the data. The data summarization will consist of class means on the rating item as well as lists of the five topics most frequently mentioned as being useful, the five topics most frequently mentioned as being least useful, and five topics most frequently suggested for use in future courses. The completed data summaries should be provided to the director and superintendent prior to the end of the academic year. Student evaluation of the program should be used in planning the course content and methods for the following year.

10. **Provide a social studies program which stresses problem-solving techniques and deals with subject matter relevant to students, their families, and their community.**

    (10.1) **Item a should be completed by the GJVS director and/or superintendent by 5 September of each academic year. When the course is rated as being less than relevant a meeting with the course instructor should be held as soon as possible. During this meeting, discussions should take place which identify those aspects of the course that should be changed.**

    (10.2) **Item b should be completed by the GJVS students at the end of each academic year. Forms should be provided in the social studies class to assess student reaction to the course. The course instructor will be responsible for summarizing the data. The data summarization will consist of class means on the rating item as well as lists of the five topics most frequently mentioned as being useful, the five topics most frequently mentioned as being least useful, and the five topics most frequently suggested for use in future courses. The completed data summaries should be provided to the director and superintendent prior to the end of the academic year. Student evaluation of the program should be used in planning the course content and methods for the following year.**

11. Provide counseling for GJVS students in three major areas: occupational, academic, and personal.

    (11.1) Items a and c are to be completed by the GJVS counselor at the end of each academic year. The counselor should also identify the five problems most frequently mentioned by the students he sees. A meeting should be held with the director and superintendent to discuss these major areas of student concern and what can be done about them.

    (11.2) Items b and d1 are to be completed by GJVS course instructors at the end of each academic year. This data will then be sent to the GJVS counselor who will be responsible for summarizing the data. He will make a list of the five most frequent types of problems instructors refer to him as well as mean ratings of improvement. During the data summarization, any ratings indicating that the student has become worse should be noted. A meeting between the counselor and instructor should take place to discuss the student in question. Summary data and a list of "problem students" should be provided to the GJVS director and superintendent for review.

    (11.3) Item d2 will be mailed to and completed by GJVS graduates one year after graduation. The data will be returned to the GJVS counselor who will compute overall GJVS item means. If item means are less than 2, interviews should be conducted to determine why the ratings were low. Summary data should be provided to the director and superintendent.

12. Cooperate with the feeder schools to provide those student services for which the home schools will retain responsibility.

    (12.1) Items a, b, c, and d are to be completed by the GJVS counselor at the end of each academic year. The number of GJVS students participating in extracurricular activities at the feeder school will come from item f to be explained below. Summary data will be provided to the director and superintendent at the end of each academic year.

    (12.2) Items e and f will be completed by GJVS students at the end of each academic year. Data forms should be provided during some convenient class period--perhaps English. The data should then be sent to the GJVS counselor for summarization. The summary should indicate the number of students participating in extracurricular activities, the types of activities in which they engage, and the mean of their ratings of the opportunity for participation. If the mean is lower than a "satisfactory one," interviews should be conducted to determine the problems and plans made for corrective action. Summary data sheets will be provided to the GJVS director and superintendent.

13. Provide a library of self-instructional materials for students enrolled in the various programs offered by the GJVS.

    (13.1) Items a to e will be completed by the individual assigned responsibility for the self-instructional library. Items should be completed at the end of each academic year.

    (13.2) Item f will be completed by GJVS course instructor at the end of each academic year. The forms should then be sent to the GJVS counselor for summarization. This will include the mean rating of the usefulness of the facility by all GJVS instructors, a list of five things most frequently mentioned as being liked most, the five things most frequently mentioned as being liked least, and the five most frequent changes requested.

    (13.3) Item g will be completed by GJVS students utilizing the self-instructional library and should be completed during their last visit to the facility during the academic year. The data forms should then be sent to the GJVS counselor for summarization. This will include frequency counts for each alternative in the rating scale as well as lists of the five things most frequently liked best, liked least, or changes requested.

(13.4) The data summary sheets should be provided to the director, superintendent, and individual responsible for the self-instructional library. A meeting should be held with these three members as well as the GJVS counselor to discuss improvements in the library program.

14. Work with joint apprenticeship committees on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.

(14.1) All items assessing this behavior are the responsibility of the T&I supervisor. They should be completed by 1 June of each academic year. Data summaries should be presented to the director and superintendent for review and discussion.

3

PLAN FOR FEEDER SCHOOL OBJECTIVES

1. Assist in the development of junior high and feeder school programs and curricula designed to aid the student in exploring the world of work and developing a realistic understanding of his own skills and abilities prior to selecting an academic or vocational high school plan of study.

    (1.1) All items assessing this objective are the responsibility of the GJVS counselor. They are to be completed by the end of each academic year. Copies of the data summary sheets should be provided to both the director and superintendent of the GJVS. Appropriate action will then be taken by them.

2. Coordinate the placement of all students enrolled at the GJVS and assist any graduating members of feeder schools requesting aid.

    (2.1) Item a is the responsibility of the GJVS counselor and should be completed by 1 December of each academic year. Any changes in procedures should be reported to the director and superintendent of the GJVS as well as feeder school personnel.

    (2.2) Item b is to be completed by feeder school counselors. It is suggested that the GJVS counselor call the feeder school personnel responsible for enrolling students in the GJVS early in December of each academic year. The GJVS counselor will then note and correct any errors or misunderstandings on the part of feeder school personnel.

    (2.3) Items c, d, e, and f are to be completed by the GJVS counselor by 30 September of each academic year and the data summaries provided to the director and superintendent of the GJVS.

    (2.4) Item g will be completed by the GJVS counselor if the director and superintendent decide the results presented in e and f were not satisfactory. A meeting will be called with all vocational instructors, the superintendent, director, and counselor in attendance. This meeting should discuss possible causes of the placement difficulty and attempt to develop solutions. The GJVS counselor will take notes on the proceedings and provide a summary to the director and superintendent.

3. Provide information about the world of work and job opportunities to feeder school counselors.

    (3.1) Item a will be completed by the GJVS counselor at the end of each academic year, and a summary sheet provided to the director and superintendent.

4. Coordinate a uniform testing program.

(4.1) All items assessing this objective are the responsibility of the GJVS counselor. Items a and b are to be completed by 1 December of each academic year. If the answers to either or both of these items is "no" for any feeder school, the GJVS counselor should contact his superintendent. The GJVS superintendent will then contact the appropriate feeder school personnel and request corrective action.

(4.2) Items c and d will be completed by the GJVS counselor at the end of each academic year. The data summary will then be provided to his director and superintendent. Any attempts to change feeder school testing programs will be initiated by the GJVS superintendent.

5. Provide opportunities for professional growth and development to feeder school counselors.

(5.1) Items a and b are to be completed by the GJVS counselor at the end of each academic year. The summary data will be reviewed by the GJVS director and superintendent.

(5.2) Item c will be completed by the feeder school counselors during May of each academic year. Items will be mailed to their home schools. This data will be returned to the GJVS counselor who will list the five activities most frequently mentioned. A meeting will then be conducted with the GJVS superintendent to determine the steps necessary to provide certain aspects of the training desired.

6. Coordinate the development of a local employers handbook containing the names of firms, types of jobs available, and person to contact for employment.

(6.1) All items assessing this behavior are to be completed by the GJVS counselor at the end of each academic year. Completed data summary sheets should be provided to the director and superintendent of the GJVS.

(6.2) Item e results will be discussed by the counselor, director, and superintendent of the GJVS and appropriate action taken.

7. Provide the curriculum, facilities, and staff to train all students 16 years or older desiring a vocational education and meeting the curricular prerequisites.

(7.1) All items composing this objective will be completed by the GJVS counselor by 1 October of each academic year. This summary will reflect the enrollment records of the preceding June. A summary of this data will be provided the GJVS superintendent and director as well as each feeder school superintendent.

8. Provide record keeping and transfer functions adequate to meet the requirements of the feeder schools as well as the GJVS.

(8.1) Item a will be completed by the GJVS superintendent at the end of each academic year. If the answer to this question is "no," corrective action will be taken where appropriate.

(8.2) Item b will be the responsibility of the GJVS counselor and will be completed at the end of each academic year. A summary of this data will be provided to the director and superintendent of the GJVS and corrective action will be taken where necessary.

(8.3) Item c will be completed by all GJVS instructors and returned to the counselor for summarization. He will list the type of information most often desired and present this to the director and superintendent. The GJVS superintendent will initiate action to obtain records necessary for the GJVS staff to operate effectively.

(8.4) Item d will be completed at the end of each academic year and the results presented to his director and superintendent.

(8.5) Item e will be completed by the GJVS counselor by 15 September of each academic year. If the answer to this item is "no," the superintendent of the GJVS should be contacted and an assignment of responsibility made as soon as possible.

PLAN FOR ADULT OBJECTIVES

1. Provide the opportunity and facilities for adults, particularly those caught in the cycle of poverty, to learn new employable skills compatible with their interests, aptitudes, and level of achievement as reflected by adult course selection, test results, and counselor evaluation.

   (1.1) Items a, b, c, and d will be completed by the GJVS counselor by 30 June of each academic year. In item d, the counselor will critically review the adult enrollment procedures and make recommendations to the GJVS director and superintendent. Data summaries for each of these items will be provided to the director and superintendent for review.

   (1.2) Item e will be completed by each GJVS adult course instructor two months after classes have begun. Evaluation sheets will be provided to the instructors by the GJVS counselor. The completed forms will be returned to him. He will summarize the data by indicating the total number of adults instructors feel were incorrectly placed and the five most frequent reasons they cite for believing this. The counselor should meet with each instructor making a complaint and discuss the problem in more detail. When necessary, the GJVS director and superintendent will be contacted.

   (1.3) Item f will be completed by employers and/or supervisors of adult GJVS graduates. These questionnaires will be mailed out one year after graduation. Questionnaires will be mailed at a time which is administratively convenient for the GJVS staff. Forms will be returned to the GJVS counselor who will have responsibility for computing mean scores for each item for each vocational major as well as overall GJVS mean scores.

   (1.4) Item g will be completed by adults at the end of their second month in class. The assessment forms will be provided in class and completed there. The data forms will then be provided to the GJVS counselor who will be responsible for summarizing the data and listing the five most frequent reasons why adults think they could not take the they wanted. In addition, a list of the five courses most frequently mentioned when adults were asked to identify the course they wanted to take that was not offered will be provided. This data will be reviewed by the director and superintendent and will be given consideration when the school offers additional courses.

2. Provide broad, highly relevant job trainign which reflects actual industrial performance of occupational tasks and duties. The curriculum will reflect advice from both industry and labor.

   (2.1) Item a should be completed by the T&I supervisor and/or the director of the GJVS. It should be completed prior to the beginning of the adult course. When course outlines are not approved, conferences between the instructor and his supervisor should take place as soon as possible to correct deficiencies.

(2.2) Item b should be completed by all advisory committee members and can be sent by mail to their homes. These items should be mailed while the course is still in session. The GJVS counselor will have the responsibility for summarizing the data returned by then. Mean scores should be obtained for each course using an advisory committee. When mean scores are two or less, advisory members should be interviewed to determine why they feel the course is only "fair" and what steps are necessary to improve the course.

(2.3) Item c should be completed by each GJVS adult vocational instructor. These records should be presented to the director of the GJVS for review at the end of each course.

(2.4) Item d is the responsibility of the T&I supervisor and should be completed at the end of each academic year.

(2.5) Item e should be mailed to and completed by GJVS adult graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data returned by graduates. Frequency counts by each vocational major and overall GJVS counts can be used for summarization. A meeting should be conducted with the GJVS director and superintendent to discuss the implications of these results.

(2.6) Item f will be mailed to and completed by employers of GJVS adult graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data returned by employers. Mean scores by vocational major and overall GJVS means can be used for summarization. A meeting should be conducted with the GJVS director and superintendent to discuss the implications of these results.

3. Place each adult desiring aid in finding a job in an occupation compatible with his interests, training, and achievement as rapidly as possible after completion of course work. This job should provide a level of remuneration at least equal to minimum wage levels.

(3.1) Item a will be mailed to and completed by adult GJVS graduates one year after graduation. The GJVS counselor will be responsible for summarizing the data returned by graduates. Frequency counts by vocational major and overall GJVS counts can be used for summarization. A meeting with the director and superintendent should be held to discuss the implications of these results.

(3.2) Items b and c will be completed by GJVS adult vocational instructor two months after completion of course. Instructors will call graduates to determine the starting salary or hourly wage of their graduates as well as the type of job they accepted. Course instructors will then place the data for all students in their class on a sheet of paper and send it to the GJVS counselor for summarization. The counselor will be responsible for computing the average starting salary or hourly wage for each vocational major as well as an overall GJVS adult average. In addition, frequency counts by vocational major and overall GJVS will be used for summarizing instructor ratings of the relatedness of graduates' jobs to their training and achievement.

4. Provide the opportunity for adults to learn the skills necessary for upgrading and promotion.

(4.1) Item a will be completed by the GJVS counselor at the end of each academic year.

(4.2) Item b will be completed by the T&I supervisor and/or the director of the GJVS. It should be completed prior to the beginning of the adult course. When course outlines are not approved, conferences between the instructor and his supervisor should take place as soon as possible to correct deficiencies.

(4.3) Item c should be completed by each GJVS adult vocational instructor. These records should be presented to the director of the GJVS for review at the end of each course.

(4.4) Item d is the responsibility of the T&I supervisor and should be completed at the end of each academic year.

(4.5) Item e should be completed by all advisory committee members and can be sent by mail to their homes. These items should be mailed while the course is still in session. The GJVS counselor will have the responsibility for summarizing the data returned by them. Mean scores should be obtained for each course using an advisory committee. When mean scores are two or less, advisory members should be interviewed to determine why they feel the course is only "fair" and what steps are necessary to improve the course.

(4.6) Item f will be completed by GJVS adult vocational instructors six months after completion of the course by adults. Instructors will call graduates to determine if they have had a salary increase and/or promotion since completing their course at the GJVS. Instructors will then place the data for all students on a sheet of paper and send it to the GJVS counselor for summarization. Frequency counts and mean increases will be computed by vocational major as well as overall GJVS upgrading courses. A summary of these results will be presented to the director and superintendent of the GJVS for comment and review.

(4.7) Item g will be completed by the employers of the adult upgrading program graduates. The questionnaire will be mailed one month after the above phone calls have been completed. The data will be returned to the GJVS counselor for summarization. He will be responsible for determining frequency counts by vocational major and overall upgrading programs.

5. Provide the opportunity for adults to learn the skills useful in various leisure time activities.

   (5.1) Item a will be completed by the GJVS counselor at the end of each academic year and the summary provided to the director and superintendent for review.

   (5.2) Items b and c will be completed by adults completing leisure time courses at the GJVS. Questionnaires will be mailed to their homes one year after completing the course. The results will be provided to the GJVS counselor for summarization. Item means will be computed. In addition, the five most frequent courses mentioned as being the ones adults would like to see taught will be provided. The information gathered here will be used when further decisions need to be made concerning what courses are to be taught in the future.

6. Provide a library of self-instructional materials for adults enrolled in the various vocational programs offered by the GJVS.

   (6.1) Items a to e will be completed by the individual assigned responsibility for the self-instructional library. Items should be completed at the end of each academic year.

   (6.2) Item f will be completed by the GJVS adult course instructors at the end of each academic year. The forms should then be sent to the GJVS counselor for summarization. This will include the rating of the usefulness of the facility by all adult instructors, a list of the five things most frequently mentioned as being liked most, the five things most frequently mentioned as being liked least and the five most frequent changes requested.

   (6.3) Item g will be completed by the GJVS adult students utilizing the self-instructional library and should be completed during their last visit to the facility during the academic year. The data forms should be sent to the GJVS counselor for summarization. This will include frequency counts for each alternative in the rating scale as well as lists of the five things most frequently liked best, liked least, or changes requested.

(6.4) The data summary sheets should be provided to the director, superintendent, and individual responsible for the self-instructional library. A meeting will be held with these three members as well as the GJVS counselor to discuss improvements in the library program.

7. Work with joint apprenticeship committees on training needs, facilities, equipment, and experience needed to acquire credit toward apprenticeship hours for courses requiring this type of accreditation.

(7.1) All items assessing this behavior are the responsibility of the T&I supervisor. They should be completed by 1 June of each academic year. Data summaries should be presented to the director and superintendent for review and discussion.

PLAN FOR EMPLOYER OBJECTIVES

1. Be responsive to the employment needs of local industry and provide them with appropriately trained personnel.

    (1.1) Items a, b, and c are to be completed by the GJVS counselor at the end of each academic year. If the answer to b is "no," steps should be taken to develop a routing procedure which provides employment information to the relevant GJVS personnel. The data summary will then be provided to the director and superintendent for review and comments.

    (1.2) Item d will be mailed to and completed by the employers of GJVS graduates, both students and adults, one year after their graduation. The GJVS counselor will be responsible for summarizing the data returned by employers. Mean scores by vocational major, type of program, and overall GJVS means can be used for summarization. A meeting should be conducted with the GJVS director and superintendent to discuss the implications of these results.

2. Provide an employment service with a "known quality product" to local employers.

    (2.1) Items a, b, and c will be the responsibility of the GJVS counselor and should be completed by the end of each academic year. A summary of this data should be provided to the director and superintendent for review and comment. A meeting including the T&I supervisor, counselor, director, and superintendent should be held at the end of each academic year to plan school-employer interaction for the coming year.

3. Provide facilities for employers to retrain and/or update their employees.

    (3.1) All items assessing this behavior are the responsibility of the GJVS counselor and are to be completed at the end of each academic year. The data summary will then be provided to the director and superintendent for review and comment. A meeting including the T&I supervisor, counselor, and superintendent should be held at the end of each academic year to formulate GJVS plans for the coming year.

PLAN FOR GJVS STAFF OBJECTIVES

1. Provide a working context attractive to superior teachers and administrators.

   (1.1) Items a and b will be completed by all GJVS professional personnel at the end of each academic year. Data forms will be sent to the GJVS director for summarization. He will identify the five topics most frequently mentioned as detracting from staff job performance as well as the five points most frequently mentioned as being capable of improving job performance. A meeting will then be held between the director and superintendent to discuss the implications of these results.

2. Provide a continuing program of staff self-development and improvement.

   (2.1) Items a and b are to be completed at the end of each academic year by the GJVS director. The data summary should be reviewed by the superintendent and appropriate action taken.

   (2.2) Item c is to be completed by all GJVS instructors at the end of each academic year and the data sent to the director for summarization. This will include a list of the five topics most frequently mentioned by instructors as being topics they would like to discuss with their supervisor; the areas in which they feel their supervisor has been most helpful; and the areas in which they feel they need the most aid in order to develop professionally. Summary data will be provided to the GJVS superintendent. The director and superintendent will discuss the implications of these data and plan appropriate action.

PLAN FOR COMMUNITY OBJECTIVES

1. Maintain contact with schools, agencies, and private groups making a concerted attack on the problems of school, family, and community that incorporate or reflect the objectives of the GJVS.

   (1.1) All items assessing this objective are the responsibility of the GJVS counselor and are to be completed at the end of each academic year. A summary of this data will be provided to the director and superintendent for review. A meeting will be held at the end of each academic year to discuss plans for the coming year.

2. Provide a technical library open to all residents of Greene County.

   (2.1) Item a will be completed at the end of each academic year by the staff member assigned responsibility for the operation of the technical library. A summary of this data will be provided to the director and superintendent of the GJVS for review and comment.

   (2.2) Item b will be completed by users of the technical library. By 1 May of each academic year, forms for user comments should be available somewhere in the library where they are likely to be seen and completed. Items should be provided to the librarian who will return them to the GJVS counselor for summarization. The summary will indicate the five things users liked best about the library, the five things liked least, and the five things most often mentioned that would improve library services. These data will be reviewed by the director and superintendent. A meeting at the end of each academic year including the director, superintendent, and individual in charge of the library will be held to discuss these results and possible changes in the operations of the library.

3. Provide meeting rooms for educational and civic organizations.

   (3.1) Item a will be completed at the end of each academic year by the GJVS counselor and a summary provided the director and superintendent.

   (3.2) Item b will be completed by the users of these meeting rooms several days after the room has been utilized. The GJVS counselor will be responsible for seeing that the user making arrangements for the room is contacted by phone and comments on the service and facilities. If these comments require immediate action, the counselor will inform the GJVS director of the problem and appropriate action will be taken. The data from these phone assessments will be summarized at the end of each academic year by the GJVS counselor. The summary will include a list of the five most frequently made suggestions for improving this service. This data will be provided to the director and superintendent of the GJVS and appropriate action taken.

4. Provide information about the GJVS to school students, parents, adults in need of vocational education, employers, and civic and social organizations.

   (4.1) The item assessing this behavior will be completed by the GJVS counselor at the end of each academic year and the results provided to the director and superintendent of the GJVS. They will review the data and take appropriate action.

5. Provide a centralized county vocational facility that is more efficient at meeting county needs than the previous system of separate facilities for each school district.

   (5.1) Items a, b, and c will be the responsibility of the GJVS counselor and will be completed by 1 October 1967. This data will form a base line for purposes of comparison. It will allow for a comparison of GJVS vocational course offerings to those available at the feeder schools during the academic year immediately preceding the opening of the GJVS. Summary data will be provided to the GJVS director and superintendent.

   (5.2) Items d and e will be completed by the GJVS counselor by 1 June of each academic year. Summary data will be provided to the director and superintendent of the GJVS.

   (5.3) Item f will be completed by the GJVS superintendent and the superintendent of each feeder school at the end of each academic year. The data will then be sent to the GJVS superintendent for summarization.

6. Create and maintain a favorable image of the GJVS and its services.

   (6.1) This item will be mailed to members of civic and community groups, employers, parents of GJVS students, feeder school personnel at the end of the second year of GJVS operation. Thereafter this assessment will be conducted once during each academic year. These data will then be provided to the GJVS counselor for summarization. Means will be computed for each item. If an item has a mean lower than 3 ("fair"), interviews should be conducted to determine the cause and appropriate action taken. Data summary sheets should be provided to the GJVS director and superintendent for review. When mean ratings below 3 occur, the director and superintendent will be responsible for initiating appropriate action.

EVALUATION ITEMS

EVALUATION ITEMS

This section contains the items to be used in evaluating the attainment of the objectives specified by the GJVS. Items will be grouped by type of respondent. For example, all items to be completed by GJVS graduates will be found in the same section. In addition, the objective(s) each item is assessing will appear along the left margin.

This code, ex. (A6), refers back to the objectives found on pages 3-5. All student objectives are coded A, feeder school objectives B, adult objectives C, employer objectives D, GJVS staff objectives E, and community objectives F. The arabic numerals refer to the number of the objective under each of the six main objective headings.

TO BE COMPLETED BY GJVS STUDENTS:

(A4,C1) a. Student Evaluation of Placement.

(1) Did the GJVS offer the vocational course you really wanted to take?

☐ YES. If yes, did you get to take it?

(1.1) ☐ Yes, I took the course I wanted.

(1.2) ☐ No, I could not take the course I wanted because ______________________________

____

List of Five Most Frequent Reasons Provided in 1.2

____

____

____

____

____

☐ NO. If no, what course did you want to take that was not offered? ______________________________

List of Five Most Frequently Mentioned Courses

____

____

____

____

____

(A9) a. **Ratings by Students of Course Relevance to their Needs**

(1) Check the statement which best expresses your feeling about the usefulness of this course to your daily life and future working life.

(1.1) ☐ Useless
(1.2) ☐ Somewhat useful
(1.3) ☐ Useful
(1.4) ☐ Very useful

(2) List the topics covered in class which you think will be most useful to you in your daily life.

(3) List the topics covered in class which you think will be least useful to you in your daily life.

(4) List the topics not covered in class that you would like to see included in future courses.

(A10) a. Ratings by students of relevance of course to their perceived needs.

(1) Check the statement which best expresses your feeling about the usefulness of the course for understanding and dealing with problems faced by you, your family, and community.

(1.1) ☐ Useless
(1.2) ☐ Somewhat useful
(1.3) ☐ Useful
(1.4) ☐ Very useful

(2) List the topics covered in class which you think will be most helpful to you.

____
____
____
____
____

(3) List the topics covered in class which you think will be least useful to you.

____
____
____
____
____

(4) List the topics not covered in class that you would like to see included in future courses.

____
____
____
____
____

(A12) a. Student participation in any extracurricular activities at feeder school.

(1) Do you participate in any extracurricular activities at your home school?

___ NO

___ YES. If yes, please list the activities in which you participate.

____

____

____

____

____

(A13,C6) a. Student ratings of the usefulness of the facility to them.

(1) Check the number that best expresses your feeling about the self-instructional library.

(1.1) It was useless to me.

(1.2) It helped very little.

(1.3) It was helpful.

(1.4) It was very helpful.

(A13,C6) a. (continued)

(2) Indicate in a paragraph or less what you liked best about the self-instructional library.

(3) Indicate in a paragraph or less what you liked least about the self-instructional library.

Five Dislikes Most Frequently Mentioned

(4) Indicate in a paragraph the single change you feel would most improve the usefulness of the self-instructional library for you.

Five Changes Most Frequently Mentioned

TO BE COMPLETED BY GJVS GRADUATES:

(A5,C2) a. Graduate evaluation of relevance of training

(1) Was your first full-time job in the trade or field for which you were trained in high school?

If Yes: Indicate how well your vocational course prepared you for your first full-time job.

☐ 1. Exceptionally well-prepared; training covered all essentials required by first job
☐ 2. Well-prepared on the whole; but there were some important gaps in training
☐ 3. Poorly prepared; much that I needed to know was not covered in vocational course

If No: Mark reason below.

☐ 1. No job available in area of training
☐ 2. Learned new job by continuing school
☐ 3. Learned new job in military service
☐ 4. Decided I liked other work better
☐ 5. Not accepted as apprentice in trade
☐ 6. Other (specify) ____________________

(2)

How did the: (1) tools and equipment, (2) work methods, and (3) work materials used on your first full-time job compare with those used in your vocational shop courses? If a sub-item is not applicable, mark the box NA to the right. Otherwise, mark your answer.

TOOLS & EQUIPMENT ☐ NA	WORK METHODS ☐ NA	WORK MATERIALS ☐ NA
☐ 1. Identical or almost so	☐ 1. Identical or almost so	☐ 1. Identical or almost so
☐ 2. Little real difference	☐ 2. Little real difference	☐ 2. Little real difference
☐ 3. Very much different	☐ 3. Very much different	☐ 3. Very much different

If you marked 3 above (Very much different), did it take long to learn what was new?

☐ 1. Only about a few weeks	☐ 1. Only about a few weeks	☐ 1. Only about a few weeks
☐ 2. Less than three months	☐ 2. Less than three months	☐ 2. Less than three months
☐ 3. About three-six months	☐ 3. About three-six months	☐ 3. About three-six months
☐ 4. About six months-a year	☐ 4. About six months-a year	☐ 4. About six months-a year
☐ 5. More than a year	☐ 5. More than a year	☐ 5. More than a year

(A5,C2) a. (continued)

(3)

For each of the skill areas listed below, answer the four questions at the right. Indicate your answers by marking appropriate boxes.	1 How important is this skill for your present job?				2 How much of this skill was learned in high school?				3 Where did you learn the most about this skill?					4 Do you feel the need for more instruction or training in this area? (Mark either Yes or No)
	1 Of No Real Importance	2 Slightly Important	3 Considerably Important	4 Of Critical Importance	1 Almost Nothing	2 Some, But Not Much	3 Large Amount	4 Almost All	1 High School Coop Program	2 High School Shop or Class	3 Apprentice Program	4 On Regular Job	5 Elsewhere	
1 MANUAL JOB SKILLS. Refers to skill at using or operating tools, equipment, materials, machines, etc., in your work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts underlying the practical trade work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing, drafting, sketching, etc., to communicate ideas.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co-workers, other trades, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No
10 OTHER SKILLS. Add what you feel applies to your job and is not covered by the above. ________________	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ 1. Yes ☐ 2. No

(A7) a. GJVS Graduate Evaluation

(1) How long after leaving high school did it take you to get your first full-time job? ____________ months

(2) How did you get your first full-time job after leaving high school? Mark all that apply.

(2.1) ☐ By answering a want ad.
(2.2) ☐ Private employment agency.
(2.3) ☐ State employment agency.
(2.4) Help of school teacher.
(2.5) Help of school director.
(2.6) Help of friend or relative.

(2.7) ☐ If other than above, please explain. ______________ ______________________________

(3) Was your first full-time job in the trade or field for which you were trained in high school?

☐ YES. If yes, indicate how well your vocational course prepared you for your first full-time job.

(3.1) ☐ Exceptionally well prepared; training covered all essentials required by first job.

(3.2) ☐ Well prepared on the whole; however there were some important gaps in training.

(3.3) ☐ Poorly prepared; much that I needed to know was not covered in vocational course.

☐ NO. If no, mark reason below.

(3.4) ☐ No job available in area of training.
(3.5) ☐ Learned new job by continuing school.
(3.6) ☐ Learned new job in military service.
(3.7) ☐ Decided I liked other work better.
(3.8) ☐ Not accepted as apprentice in trade.
(3.9) ☐ Other (Please specify): ______________ ______________________________

(4) How interested were you in your first full-time job? Check the one that best applies.

(4.1) ☐ Not interested at all, but I needed a job.
(4.2) ☐ Some interest.
(4.3) ☐ Good deal of interest.

(A8) a. Graduate evaluation of GJVS preparation for the following aspects of work.

(1) Please check the box indicating how much of the skills below was learned at the GJVS.

	Almost Nothing	Some, but Not Much	Large Amount	Almost All
(a) Communication Skills. Refers to skill at speaking, writing, sketching, etc., to communicate ideas.	1 ☐	2 ☐	3 ☐	4 ☐
(b) Personal Relations Skills. Refers to skills dealing with people such as customers, co-workers, tradesmen, etc.	1 ☐	2 ☐	3 ☐	4 ☐
(c) Attitude Toward Work. Refers to such behavior as absenteeism, rule violation, concern for quality work, cooperation, etc.	1 ☐	2 ☐	3 ☐	4 ☐

(A8) b. Graduate Post-High School Education

Please mark all kinds of education obtained since leaving high school, and provide the information requested about each. Put an asterisk (*) behind those you are presently attending. If you have not had any additional education since high school, mark here → ☐
Estimate your average hours per week over the total period attended.

Mark Here	Type of Education	Major Subject or Course(s)	Dates Attended (Give Month & Year)	Leave Blank	Avg. Hrs. Per Wk. in School	Leave Blank
☐ 0	Two-year or junior college		Fr: To:			
☐ 1	Four-year college/university		Fr: To:			
☐ 2	Post-college graduate school		Fr: To:			
☐ 3	Private trade/technical school		Fr: To:			
☐ 4	Public trade/technical school		Fr: To:			
☐ 5	Business-commercial school		Fr: To:			
☐ 6	Adult continuation school		Fr: To:			
☐ 7	Military specialist school		Fr: To:			
☐ 8	Company course or school		Fr: To:			
☐ 9	Correspondence courses		Fr: To:			
☐ 10	Other (specify)		Fr: To:			

(A8) c. Graduate Topics of Social Discussion

How frequently do you talk about the following topics when you get together socially with others?

	ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY 3	ALMOST ALWAYS 4
1. Your work	☐	☐	☐	☐
2. Religion	☐	☐	☐	☐
3. Politics	☐	☐	☐	☐
4. Business conditions	☐	☐	☐	☐
5. World affairs	☐	☐	☐	☐
6. National affairs	☐	☐	☐	☐
7. State affairs	☐	☐	☐	☐
8. Community problems	☐	☐	☐	☐
9. Your hobbies	☐	☐	☐	☐
10. Sports and athletics	☐	☐	☐	☐
11. Music, art, literature, etc.	☐	☐	☐	☐
12. Government matters	☐	☐	☐	☐
13. Labor union matters	☐	☐	☐	☐
14. Your family	☐	☐	☐	☐
15. Other (specify) ________	☐	☐	☐	☐

(1) How important was the GJVS in developing interest in these topics?

(1.1) ☐ No importance.
(1.2) ☐ Some, but not much.
(1.3) ☐ Great deal of importance.

(A8) d. Graduate Types of Leisure Time Activities

How frequently do you engage in the following types of leisure-time activities?

	ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY 3	ALMOST DAILY 4
1. Reading newspapers	☐	☐	☐	☐
2. Engaging in craft hobbies (model building, jewelry making, etc.)	☐	☐	☐	☐
3. Reading professional or trade books and periodicals	☐	☐	☐	☐
4. Attending athletic events as a spectator	☐	☐	☐	☐
5. Attending plays, concerts, ballets, etc.	☐	☐	☐	☐
6. Watching television programs	☐	☐	☐	☐
7. Gardening (raising flowers, fruit trees, vegetables, etc.)	☐	☐	☐	☐
8. Reading general magazines (LIFE, LOOK, READERS' DIGEST, etc.)	☐	☐	☐	☐
9. Working at home shop activities (woodworking, metalworking, etc.)	☐	☐	☐	☐
10. Attending educational courses for self-improvement	☐	☐	☐	☐
11. Engaging in team sports (softball, football, etc.)	☐	☐	☐	☐
12. Engaging in performing arts (acting, singing, instruments, etc.)	☐	☐	☐	☐
13. Visiting or entertaining friends	☐	☐	☐	☐
14. Reading non-fiction books (biography, history, travel, etc.)	☐	☐	☐	☐
15. Collecting stamps, coins, rocks, or other items	☐	☐	☐	☐
16. Attending educational lectures and discussion groups	☐	☐	☐	☐
17. Engaging in individual sports (swimming, hunting, fishing, etc.)	☐	☐	☐	☐
18. Listening to music at home for pleasure	☐	☐	☐	☐
19. Going to the movies	☐	☐	☐	☐
20. Other (please write in) ____________________	☐	☐	☐	☐

(1) How important was the GJVS in developing an interest in these activities?

(1.1) ☐ No importance.
(1.2) ☐ Some importance.
(1.3) ☐ Great deal of importance.

(A8) e. Graduate membership in various types of clubs, organizations, and associations.

Below is a list of different type organizations and associations. Mark the space which best describes your membership status in each type of organization, association, or club.

	NOT A MEMBER 1	INACTIVE MEMBER 2	ACTIVE MEMBER 3	PRESENTLY AN OFFICER 4
1. A church or a religious organization	☐	☐	☐	☐
2. Political organization	☐	☐	☐	☐
3. Service organization (Rotary, Lions, Kiwanis, etc.)	☐	☐	☐	☐
4. Sports club or athletic organization	☐	☐	☐	☐
5. Labor union	☐	☐	☐	☐
6. Fraternal organization (Elks, Masons, K. of C., etc.)	☐	☐	☐	☐
7. Veterans' organization	☐	☐	☐	☐
8. Business or trade association	☐	☐	☐	☐
9. Music or other cultural association	☐	☐	☐	☐
10. Local civic association	☐	☐	☐	☐
11. Youth organization (Scouts, Y.M.C.A., etc.)	☐	☐	☐	☐
12. Professional association	☐	☐	☐	☐
13. Other (specify) ____________________	☐	☐	☐	☐

(A11) a. Please give your frank opinion about the following items concerning your GJVS education.

	Poor	Satisfactory	Good	Excellent
(1) Counseling given to students	____	____	____	____
(2) Teacher interest in student problems	____	____	____	____
(3) Counselor interest in student problems	____	____	____	____

(A12) a. Graduate evaluation of opportunity for extracurricular activities.

	Poor	Satisfactory	Good	Excellent
Opportunity for participation in extracurricular activities at your home school.	____	____	____	____

TO BE COMPLETED BY ADULT GRADUATES:

(C3) a. Adult evaluation

(1) How long after completing your GJVS training did it take you to get your first full-time job?

_________ months

(2) How did you get your first full-time job after completing your GJVS training? Mark all that apply.

(2.1) ☐ By answering a want-ad.
(2.2) ☐ Private employment agency.
(2.3) ☐ State employment agency.
(2.4) ☐ Help of school teacher.
(2.5) ☐ Help of school counselor.
(2.6) ☐ Help of school director.
(2.7) ☐ Help of friend or relative.
(2.8) ☐ Other than above; please explain. _______________

____

____

(3) Was your first full-time job since completing your GJVS courses related to the trade or field in which you were trained? _____ Yes _____ No

If yes, indicate how well your vocational course prepared you for your first full-time job.

(3.1) ☐ Exceptionally well prepared; training covered all the important requirements of the job.

(3.2) ☐ Well prepared on the whole; but there were some important gaps in training.

(3.3) ☐ Poorly prepared; much that I needed to know was not covered in the GJVS course.

If no, mark reason below.

(3.4) ☐ No job available in area of training.
(3.5) ☐ Learned new job by continuing school.
(3.6) ☐ Learned new job in military service.
(3.7) ☐ Decided I liked other work better.
(3.8) ☐ Not accepted as apprentice in trade.
(3.9) ☐ Other (specify): _______________________

____

(C3) a. (continued)

(4) How interested were you in your first full-time job? Check the statement that best applies.

(4.1) ☐ Not interested at all, but I needed a job.
(4.2) ☐ Some interest.
(4.3) ☐ Good deal of interest.

(C4) a. Graduate followup (6 months)

(1) Have you had a salary increase since taking the GJVS course to update your skill? _____ Yes _____ No

If yes, how much of an increase per month? __________

(2) Have you had a promotion since taking the GJVS course to update your skill? _____ Yes _____ No

(C5) a. Follow-up of leisure time course participants.

(1) Please indicate the leisure time course you were enrolled in at the GJVS. ____________________

(2)

How frequently do you engage in the following types of leisure-time activities?

	ALMOST NEVER 1	INFREQUENTLY 2	FREQUENTLY 3	ALMOST DAILY 4
1. Reading newspapers	☐	☐	☐	☐
2. Engaging in craft hobbies (model building, jewelry making, etc.)	☐	☐	☐	☐
3. Reading professional or trade books and periodicals	☐	☐	☐	☐
4. Attending athletic events as a spectator	☐	☐	☐	☐
5. Attending plays, concerts, ballets, etc.	☐	☐	☐	☐
6. Watching television programs	☐	☐	☐	☐
7. Gardening (raising flowers, fruit trees, vegetables, etc.)	☐	☐	☐	☐
8. Reading general magazines (LIFE, LOOK, READERS' DIGEST, etc.)	☐	☐	☐	☐
9. Working at home shop activities (woodworking, metalworking, etc.)	☐	☐	☐	☐
10. Attending educational courses for self-improvement	☐	☐	☐	☐
11. Engaging in team sports (softball, football, etc.)	☐	☐	☐	☐
12. Engaging in performing arts (acting, singing, instruments, etc.)	☐	☐	☐	☐
13. Visiting or entertaining friends	☐	☐	☐	☐
14. Reading non-fiction books (biography, history, travel, etc.)	☐	☐	☐	☐
15. Collecting stamps, coins, rocks, or other items	☐	☐	☐	☐
16. Attending educational lectures and discussion groups	☐	☐	☐	☐
17. Engaging in individual sports (swimming, hunting, fishing, etc.)	☐	☐	☐	☐
18. Listening to music at home for pleasure	☐	☐	☐	☐
19. Going to the movies	☐	☐	☐	☐
20. Other (please write in) ____________________	☐	☐	☐	☐

(C5) b. Did the GJVS offer the leisure time course you really wanted to take? _____ Yes _____ No

(C5) b. (continued)

If no, identify the course you would like to see taught.

____

____

____

____

____

____

(C5) c. Did you learn what you wanted to about the leisure time activity? _____ Yes _____ No

If no, please indicate what you wanted to learn.

____

____

____

TO BE COMPLETED BY EMPLOYERS:

(A4,C1,D1) a. Employer evaluation of job performance.

Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

ANSWER THE THREE QUESTIONS AT THE RIGHT FOR EACH OF THE SKILL AND KNOWLEDGE CHARACTERISTICS BELOW	1 How important is this skill for his present job				2 How would you evaluate him on this skill				3 How does he compare with others of about his age who had not attended the GJVS			
	1 Of no real importance	2 Slightly important	3 Considerably important	4 Of critical importance	1 Needs much improvement	2 Generally satisfactory	3 Generally above average	4 Outstanding	1 Have no one to fairly compare him with	2 Does not do as well as others doing same work	3 Does about as well as others doing same work	4 Does better than others doing same work
1 MANUAL JOB SKILLS. Refers to skill at using or operating tools, equipment, materials, machines, etc., in the trade.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts underlying the practical trade work.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co-workers, other tradesmen, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )
10 ATTITUDE TOWARD WORK. Refers to such behavior as absenteeism, rule violation, concern for quality work, cooperation, etc.	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )	( )

(A5,C2) a. Employer's evaluation of relevance of GJVS training

Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate spaces.

ANSWER THE THREE QUESTIONS AT THE RIGHT FOR EACH OF THE SKILL AND KNOWLEDGE CHARACTERISTICS BELOW	1 How important is this skill for his present job				2 How prepared was he when he first started working			
	1 Of no real importance	2 Slightly important	3 Considerably important	4 Of critical importance	1 Needs much improvement	2 Generally satisfactory	3 Generally above average	4 Outstanding
1 MANUAL JOB SKILLS. Refers to skill at using or operating tools, equipment, materials, machines, etc., in the trade.	( )	( )	( )	( )	( )	( )	( )	( )
2 JOB PRACTICAL KNOWLEDGE. Refers to practical everyday knowledge of work processes, methods, procedures, etc.	( )	( )	( )	( )	( )	( )	( )	( )
3 JOB THEORETICAL KNOWLEDGE. Refers to knowledge of basic principles and concepts underlying the practical trade work.	( )	( )	( )	( )	( )	( )	( )	( )
4 MATHEMATICAL SKILLS. Refers to ability to use arithmetic or higher mathematics to solve work problems.	( )	( )	( )	( )	( )	( )	( )	( )
5 COMMUNICATION SKILLS. Refers to skill at speaking, writing drafting, sketching, etc., to communicate ideas.	( )	( )	( )	( )	( )	( )	( )	( )
6 READING AND INTERPRETIVE SKILLS. Refers to skill at reading printed matter, blueprints, tables, diagrams, etc.	( )	( )	( )	( )	( )	( )	( )	( )
7 CLERICAL SKILLS. Refers to skill at keeping records, making out reports, and other types of routine paper work.	( )	( )	( )	( )	( )	( )	( )	( )
8 PERSONAL RELATIONS SKILLS. Refers to skill at dealing with people, such as customers, co-workers, other tradesmen, etc.	( )	( )	( )	( )	( )	( )	( )	( )
9 SUPERVISORY SKILLS. Refers to skill at supervising others, e.g., instructing, directing, evaluating, planning, organizing etc.	( )	( )	( )	( )	( )	( )	( )	( )
10 ATTITUDE TOWARD WORK. Refers to such behavior as absenteeism, rule violation, concern for quality work, cooperation, etc.	( )	( )	( )	( )	( )	( )	( )	( )

(A8) a. Employer evaluation of specified graduate work habits.

(1) Please evaluate the person in question in terms of the characteristics indicated below by checking the appropriate boxes.

	Needs much Improvement	Generally Satisfactory	Generally Above Average	Outstanding
(a) Communication Skills. Refers to skill at speaking, writing, sketching, etc., to communicate ideas.	1 ☐	2 ☐	3 ☐	4 ☐
(b) Personal Relations Skills. Refers to skill at dealing with people such as customers, co-workers, other tradesmen, etc.	1 ☐	2 ☐	3 ☐	4 ☐
(c) Attitude Toward Work. Refers to such behavior as absenteeism, rule violation, concern for quality work, cooperation, etc.	1 ☐	2 ☐	3 ☐	4 ☐

(C4) a. Employer comments

Since taking the following upgrading course ______________, have you noticed any improvement in the job performance of ________________________ on any of the following skills. Check all that apply.

		A Great Deal	Some	No Improvement
(1)	Manual Skills	___	___	___
(2)	Job Practical Knowledge	___	___	___
(3)	Job Theoretical Knowledge	___	___	___
(4)	Mathematical Skills	___	___	___
(5)	Communication Skills	___	___	___
(6)	Reading and Interpretative Skills	___	___	___
(7)	Clerical Skills	___	___	___
(8)	Personal Relations Skills	___	___	___
(9)	Supervisory Skills	___	___	___

(10) Other Skills; Add what you feel applies to your job and is not covered above. ______________________________

____

TO BE COMPLETED BY THE GJVS STAFF:

PLEASE COMPLETE THE FOLLOWING ITEMS:

(A1) a. Total Number of Possible GJVS Applicants. ____________ Counselor
(Total enrollment in feeder schools minus the number planning to go to college)

Beavercreek ____________ Greeneview ____________
Cedar Cliff ____________ Sugarcreek ____________
Fairborn ____________ Xenia ____________

(A1, B7) b. Total Number of Students Applying for Admission in September 1967.

Beavercreek ____________ Greeneview ____________
Cedar Cliff ____________ Sugarcreek ____________
Fairborn ____________ Xenia ____________

(A1, B7) c. Total Number or Students Enrolled in the GJVS in September 1967.

Beavercreek ____________ Greeneview ____________
Cedar Cliff ____________ Sugarcreek ____________
Fairborn ____________ Xenia ____________

(A1,B7) d.

Description of Enrollment by Course	Number of Students Applying	Number of Students Enrolled
Vocational Agriculture	________	________
Horticulture	________	________
Advanced Stenographic	________	________
Advanced Business Machines	________	________
Data Processing	________	________
Cooperative Office Education	________	________
Automobile Body Repair	________	________
Automobile Mechanics	________	________
Carpentry	________	________
Commercial Art	________	________
Cosmetology	________	________
Dental Assistant	________	________
Medical Assistant	________	________
Electronics	________	________

(A1,B7) d. (continued)

Description of Enrollment by Course	Number of Students Applying	Number of Students Enrolled	Counselor
Machine Trades			
Mechanical Drafting			
Printing			
Food Preparation and Service			
Diversified Cooperation Training			
Distributive Education			
Occupational Work Experience			

(A2,F5) a. List the vocational education courses taught at each feeder school and the enrollment during the school year beginning September 1966.

	Courses	Enrollment
Beavercreek		
Cedar Cliff		
Fairborn		

(A2,F5) a. (continued)

Greeneview ______________________________ __________ Counselor
______________________________ __________
______________________________ __________
______________________________ __________
______________________________ __________

Sugarcreek ______________________________ __________
______________________________ __________
______________________________ __________
______________________________ __________
______________________________ __________

Xenia ______________________________ __________
______________________________ __________
______________________________ __________
______________________________ __________
______________________________ __________

(A2,F5) [illegible]. List the vocational education courses taught at the GJVS and the enrollment in each course. **Counselor**

Courses	Enrollment

(A2,F5) c. List the courses available at the GJVS that were not available at the feeder schools. Separate comparisons will be made between the GJVS course offerings and each feeder school. **Counselor**

Beavercreek	Cedar Cliff
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Fairborn	Greeneview
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Sugarcreek	Xenia
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

(A2,F5) d. List the courses or extra sections of courses provided in the feeder schools as of September 1967 which were not offered prior to the opening of the GJVS. **Counselor**

Beavercreek

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Cedar Cliff

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Fairborn

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

Greeneview

____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________
____________________ ____________________

(A2,F5) d. (continued)

Sugarcreek

____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Xenia

____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

(A2,F5) e. List the number of students enrolled in courses, both in the feeder schools and the GJVS, which were not available to students prior to the opening of the GJVS in September 1967.

____

(A3) a. Obtain the average number of dropouts for each feeder school based on the numbers for the last three years (1964, 1965, 1966).

Beavercreek	__________	Greeneview	__________
Cedar Cliff	__________	Sugarcreek	__________
Fairborn	__________	Xenia	__________

(A3) b. Indicate the number of dropouts for each feeder school during the year or years of GJVS operation.

Beavercreek	__________	Greeneview	__________
Cedar Cliff	__________	Sugarcreek	__________
Fairborn	__________	Xenia	__________

(A3) c. Indicate the number of GJVS students dropping out of school. ______

(A3) d. Please list the reasons given by students for dropping out of school. **Counselor**

List of Reasons	Frequency

(A4) a. Give number and percent of students placed in a course of study where their profile of interests, aptitudes, achievements, and recommendations exceeded the minimum profile deemed necessary for success in that area.

Number ____________

Percent ____________

(A4) b.

(1) The number of parental complaints about student placement is ______________ (based on the number of parents contacting the GJVS or feeder school).

(2) List the type or content areas of parental complaints.

List of Complaints	Frequency

(A4) c. **Counselor**

A written evaluation of the student enrollment procedures will be made by the GJVS counselor. The report will stress ways in which the procedures can be improved and/or simplified.

List the major points mentioned in this report.

(A4) d. GJVS teacher ratings of the appropriateness of student placement. **Teacher**

(1) List the students in your classroom who you feel were not properly placed.

Names

(2) Indicate why you feel this to be true. Please do so for each student named above.

(A4) e. Feeder school complaints about student placement and enrollment procedures reported to the GJVS. **Counselor**

(1) Number of complaints.

Beavercreek ________ Greeneview ________
Cedar Cliff ________ Sugarcreek ________
Fairborn ________ Xenia ________

(2) A list of the type or content areas of feeder school complaints.

Five Most Frequent Complaints	Frequency

(3) Suggested changes.

Five Most Frequent	Frequency

(A4) f. School Board satisfaction with enrollment procedures. Director/Superintendent

(1) List of complaints reported to GJVS or feeder schools.

Five Most Frequent

____
____
____
____
____

A5,C2,C4) a. T&I supervisor and/or the director approval of the equipment, shop setup, and outline of the tasks to be included in the course of study. — T & I Supervisor

_______ Approved. _______ Not approved--for reasons listed below.

____

____

____

____

____

A5,C2,C4) b. A list of the number of students successfully performing each course task or activity. (Example: The number of students able to correctly replace brake linings) — Teacher

Course Title ____

Number of Students in Class ________________________________

	Course Tasks	Number of Students Successfully Completing Course Tasks
EXAMPLE:	"Replace brake linings"	"19"
	______________________________	______
	______________________________	______
	______________________________	______
	______________________________	______
	______________________________	______
	______________________________	______
	______________________________	______

A5,C2,C4) c. List the courses having advisory committees as well as the number of representatives of both industry and labor composing each committee. — T & I Supervisor

Course Title ____

Advisory Committee _____ Yes _____ No

Number of Members Representing Industry _________

Number of Members Representing Labor ___________

Number of Meetings Held with Advisory Committee _________

(A6) a. Please indicate the starting salary or hourly wage you received when you started your first full-time job. **Teacher**

____

(A7;C3) a. GJVS course instructor evaluation of compatibility of job accepted by (student's name) in terms of his achievement and training.

(1) What would you say the relationship was between the first job accepted by (student's name) and his training? Check the statement which best applies.

(1.1) ☐ Little or no relationship at all.
(1.2) ☐ Some relationship.
(1.3) ☐ Great deal of association.

(2) Which of the following statements best describes the relationship between the job accepted by (student's name) and achievement in school?

(2.1) ☐ Job too easy for student.
(2.2) ☐ Job too difficult for student.
(2.3) ☐ Job appropriate to student's level of achievement.

(A9) a. Rating by the GJVS director and/or superintendent of the relevance of course outline to the daily life and work of students. **Director/ Superintende**

(1) Check the statement which best expresses your feeling about the relevance of the course outline to daily life and work.

(1.1) ☐ Irrelevant
(1.2) ☐ Somewhat relevant
(1.3) ☐ Relevant
(1.4) ☐ Highly relevant

(2) Indicate which topics, if any, in the course outline should be revised.

____

____

____

____

____

(A10) a. Ratings by the GJVS director and/or superintendent of the relevance of the course outline to students, their families, and the community.

Director/
Superintendent

(1) Check the statement which best expresses your feelings about the relevance of the course outline to students, their families, and the community.

(1.1) ☐ Irrelevant
(1.2) ☐ Somewhat relevant
(1.3) ☐ Relevant
(1.4) ☐ Highly relevant

(2) Indicate which topics, if any, in the course outline should be revised.

____
____
____
____
____

(A11) a. Number of students requesting to see counselor ________ **Counselor**

Type of Problem	Frequency
____________________________________	________
____________________________________	________
____________________________________	________
____________________________________	________
____________________________________	________

(A11) b. Number of students recommended to counselor by teacher ________

Type of Problem	Frequency
____________________________________	________
____________________________________	________
____________________________________	________
____________________________________	________
____________________________________	________

(A11) c. Number of students receiving counseling at the GJVS during an academic year. ____________

(A11) d. Number of students who have improved since seeing counselor as as rated by teacher. ____________ **Teacher**

(1) Check the statement which best describes the student's behavior in class since being sent to the counselor.

(1.1) ☐ The student is worse.
(1.2) ☐ The student is about the same.
(1.3) ☐ The student has improved.

(2) Please give your frank opinion about the following items concerning your GJVS education.

	Poor	Satisfactory	Good	Excellent
(a) Counseling given to students	____	____	____	____
(b) Teacher interest in student problems	____	____	____	____
(c) Counselor interest in student problems	____	____	____	____

(A12) a. List the services GJVS will provide. **Counselor**

____

____

____

____

____

(A12) b. List the services the feeder schools will provide.

____

____

____

____

____

(A12) c. List the services to be provided by the feeder schools for which coordination has taken place between the GJVS and the feeder schools.

____

____

____

____

____

(A12) d. Number of GJVS students participating in extracurricular activities at their feeder schools. ____________________

Self-Instruc.
Librarian

(A13,C6,F2) a. Is the self-instructional library operational?

_____ Yes _____ No

(A13,C6) b. List the number of programs available by content or course area.

Content or Course Area	Number of Programs Available
________________	______
________________	______
________________	______
________________	______
________________	______

(A13) c. Number of students making use of the facility. __________

(A13) d. Number of students receiving passing scores on post-tests. ______

(A13) e. Average grades or percent correct on each program. __________

(A13,C6) f. GJVS teacher ratings of usefulness of facility. **Teacher**

(1) Circle the letter that best expresses your feelings about the self-instructional materials library.

(1.1) a. Useless
(1.2) b. Of little value
(1.3) c. Helpful
(1.4) d. Very helpful

(2) Indicate in a paragraph or less what you find most useful about the self-instructional library.

____
____
____
____
____

(A13,C6) f. (continued) **Teacher**

(3) Indicate in a paragraph or less what you like least about the self-instructional library.

Five Dislikes Most Frequently Mentioned

____

____

____

____

____

(4) Indicate in a paragraph the single change that you feel would most improve the usefulness of the self-instructional library for you.

____

____

____

____

____

(A14,C7) a. List the courses requiring apprenticeship credit. ____________

(A14,C7) Number of meetings held with joint apprenticeship committees for each course included under item a. ____________

(A14,C7) c. Amount of apprenticeship credit received by each course specified in item a. ____________

(A14,C7) d. Where credit was not given, list the reason and do so separately for each course.

Course	Reasons
____________________	____________________ ____________________ ____________________
____________________	____________________ ____________________ ____________________
____________________	____________________ ____________________ ____________________
____________________	____________________ ____________________ ____________________
____________________	____________________ ____________________ ____________________
____________________	____________________ ____________________ ____________________

(B1) a. List of materials made available to feeder schools through the GJVS.

(B1) b. Number of visits to feeder schools and/or junior high schools by GJVS personnel to speak to the students as part of the guidance program. ________

(B1) c. Number of meetings with feeder school guidance personnel responsible for program development.

Beavercreek	________	Greeneview	________
Cedar Cliff	________	Sugarcreek	________
Fairborn	________	Xenia	________

(B1) d. Is there an operational guidance program designed to aid the student in exploring the world of work and developing a realistic understanding of his own skills and abilities in feeder schools and/or their junior high school?

	Yes	No		Yes	No
Beavercreek	___	___	Greeneview	___	___
Cedar Cliff	___	___	Sugarcreek	___	___
Fairborn	___	___	Xenia	___	___

(B2) a. Have procedures been developed which specify what it is feeder school personnel must do and who they should contact at the GJVS to coordinate placement?

_____ Yes _____ No

If yes, list the procedures or steps which must be taken to initiate action by the GJVS.

____

____

____

____

____

____

(B2) b. Feeder school guidance personnel awareness of procedures necessary to coordinate placement.

(1) Number of feeder school counselors who can correctly provide the steps or procedures necessary to coordinate placement with the GJVS.

____

(2) Total number of feeder school counselors involved in coordinating GJVS placement programs.

____

(B2) c. Number of non-GJVS student requests for aid in placement (requests initiated by feeder school counselors).

Beavercreek ______________ Greeneview ______________
Cedar Cliff ______________ Sugarcreek ______________
Fairborn ______________ Xenia ______________

Total ______________

(B2) d. Number of non-GJVS students placed. ______________

(B2) e. Number of GJVS students to be placed. ______________

(B2) f. Number of GJVS students placed. ______________

(B2) g. If coordination is poor-based on the difference between items (e) and (f), list reasons why this is so.

____
____
____
____
____

(B3) a. List the materials concerning the world of work and job opportunities that have been provided feeder school counselors.

____
____
____
____
____

(B4) a. Have testing schedules been developed for each feeder school?

_____ Yes _____ No

If no, indicate the schools for which schedules have not been developed.

____________________ ____________________
____________________ ____________________
____________________ ____________________

(B4) b. Has a staff member in each feeder school been assigned responsibility for coordinating the GJVS testing program?

_____ Yes _____ No

If no, indicate for which schools this is true.

____________________ ____________________
____________________ ____________________
____________________ ____________________

(B4) c. Indicate the number of applicants tested from each feeder school.

Beavercreek ______________ Greeneview ______________

Cedar Cliff ______________ Sugarcreek ______________

Fairborn ______________ Xenia ______________

(B4) d. List the standardized tests being administered to feeder school students desiring to go to the GJVS.

Beavercreek	Greeneview
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________
Cedar Cliff	**Sugarcreek**
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________
Fairborn	**Xenia**
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

(B5) a. Number of meetings and seminars designed for the professional growth and development of feeder school counselors.

____

(1) Number of counselors attending each meeting or seminar.

(a) ________ (d) ________
(b) ________ (e) ________
(c) ________ (f) ________

(2) List the content or purpose of each meeting or seminar.

(a) ________________
(b) ________________
(c) ________________
(d) ________________
(e) ________________
(f) ________________

(B5) b. List the books and articles provided to feeder school counselors that are designed to stimulate professional growth and development.

List of Book Titles	Number of Copies

List of Titles of Articles	Number of Copies

(B6) a. Number of employers listed. _______

(B6) b. Number of jobs listed. _______

(B6) c. Number of job descriptions listed. _______

(B6) d. Number of meetings and/or phone calls to coordinate development of handbook.

____

(B6) e. List the problems involved in coordinating the development of the handbook.

____

____

____

____

____

(B6) f. Has handbook been published? ____ Yes ____ No

If yes, list the feeder schools having copies of handbook.

______________________ ______________________

______________________ ______________________

______________________ ______________________

(B6) g. Number of students using the handbook.

Beavercreek ____________ Greeneview ____________

Cedar Cliff ____________ Sugarcreek ____________

Fairborn ____________ Xenia ____________

Director/
Superintendent

(B8) a. Did the records and reports required by the State Department of Vocational Education result in the reimbursement anticipated?

_____ Yes _____ No

If no, indicate why.

(B8) b. Number of complaints registered by feeder school personnel to GJVS personnel concerning GJVS record keeping.

Counselor

	Type of Complaint	Frequency
Counselors	____________________	______
	____________________	______
	____________________	______
	____________________	______
	____________________	______
Principals	____________________	______
	____________________	______
	____________________	______
	____________________	______
	____________________	______
Teachers	____________________	______
	____________________	______
	____________________	______
	____________________	______
	____________________	______

(B8) c. Please indicate your feelings about the availability of the student records you need to use.

Teacher

(1)___They are rarely available. (2)___They are generally available. (3)___They are almost always available.

If you checked statement 1 or 2, briefly explain why you feel this way or what records you would like to have available.

____

____

____

____

Counselor

(B8) d. List of courses maintaining behavioral records of student performance (Example: correctly replaced clutch, re-aligned brakes, etc.)

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

(B8) e. Has responsibility been assigned for the maintenance of evaluation records?

_____ Yes _____ No

If yes, identify this person or persons.

(C1) a. Number of adults enrolled in programs designed for employment.

____

(C1) b. List of adult courses available.

____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

(C1) c. Number and percent of adults placed in a course in which their profile of interests, aptitudes, and achievement exceed the minimum profile deemed necessary for success in that area.

Number __________

Percent __________

(C1) d. GJVS counselor satisfaction with adult placement procedures.

A written evaluation of the adult enrollment procedures will be made. The report will stress ways in which the procedures can be improved and/or simplified.

List the major points mentioned in this report.

____

____

____

____

____

Teacher

(C1) e. GJVS teacher ratings of the appropriateness of adult placement.

(1) List the names of adults in your classroom who you feel were not properly placed.

____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

Total number of students teachers feel were not properly placed. __________

(2) Indicate why you feel this to be true. Please do so for each student named in (1).

Five Most Frequently Stated Reasons

____

____

____

____

____

(C3) a. Graduate starting salaries **Teacher**

(1) Indicate the average starting salary or hourly wage of graduates of the GJVS--by course--excluding those in the military or other national service organizations.

Course	Starting Salary
____________________	__________
____________________	__________
____________________	__________
____________________	__________
____________________	__________

(C4) a. List the courses offered for upgrading and promotion.

Courses	Enrollment
______________________________	__________
______________________________	__________
______________________________	__________
______________________________	__________
______________________________	__________

(C5) a. List of leisure time courses offered.

Courses	Enrollment
______________________________	__________
______________________________	__________
______________________________	__________
______________________________	__________
______________________________	__________

Male __________
Female __________

(C6) a. Number of adults making use of the self-instructional facility.

____

(C6) b. Number and percent of adults receiving passing scores on post-tests.

Number ____________
Percent ____________

(C6) c. Average grade or percent correct obtained by adults on each program.

____

(D1) a. List the sources of information about employment data being received by the GJVS.

____

____

____

____

____

(D1) b. Is there a routing procedure of the above mentioned material to relevant GJVS personnel (Director, Superintendent, and Area Supervisors)?

_____ Yes _____ No

(D1) c. Number of meetings with representatives of employers and labor to discuss training needs.

____

(D2) a. List of courses for which records of the tasks students actually can perform is available.

(D2) b. List of employers contacting the school for employees.

(D2) c. List of the employers contacted by the GJVS.

(D3) a. List of the employers contacting GJVS concerning the retraining and updating of their employees.

(D3) b. List of the employers contacted by the GJVS regarding the opportunity for retraining and updating their employees.

(D3) c. Number of meetings conducted to discuss employee retraining and upgrading with local employers.

Local Employers	Number of Meetings

(D3) d. List of the retraining and upgrading courses offered by the GJVS.

(E1) a. List the working conditions or procedures which detract from your maximum job performance.

____

____

____

____

____

(E1) b. List the things that you think would allow you to do your job better.

____

____

____

____

____

Director/Superintendent

(E2) a. Is there a formal teacher evaluation program?

____ Yes ____ No

If yes, indicate minimum number of meetings or observations scheduled by supervisor.

____

(E2) b. Number of teachers participating in courses, seminars, or workshops designed to update their teaching skills.

____

Number of staff members ________

Number participating in updating programs ________

(E2) c. Teacher perception of supervision

Teacher

(1) Do you feel you have adequate time to discuss relevant matters with your supervisor?

____ Yes ____ No

If no, cite an example of topic you would like to discuss.

____

____

____

____

____

(2) List the areas in which you feel your supervisor has been most helpful.

____

____

____

____

____

(E2) c. (continued) Teacher

(3) List the areas in which you feel you need the most aid in order to develop professionally.

____

____

____

____

____

(F1) a. List the local schools, agencies, and private groups making a concerted attack on the problems of school, family, and community.

Groups	Contact
____________________	_____ Yes _____ No
____________________	_____ Yes _____ No
____________________	_____ Yes _____ No
____________________	_____ Yes _____ No
____________________	_____ Yes _____ No
____________________	_____ Yes _____ No
____________________	_____ Yes _____ No
____________________	_____ Yes _____ No
____________________	_____ Yes _____ No
____________________	_____ Yes _____ No

(F1) b. Where answer is "Yes" to item (a), describe the number and type of contacts made.

Group	Type of Contact--Phone, Personal Letter, Other	Number of Contacts
____________________	______________	_______
____________________	______________	_______
____________________	______________	_______
____________________	______________	_______
____________________	______________	_______
____________________	______________	_______
____________________	______________	_______
____________________	______________	_______
____________________	______________	_______
____________________	______________	_______

(F1) c. List the agencies with whom you are actively cooperating or coordinating programs.

Agencies	Type and Purpose of Program

(F3) a. List of organizations making use of GJVS meeting rooms.

Organizations	Frequency	Number of Persons Attending

(F3) b. Comments about use of room by the responsible member of the organization.

(1) Were the facilities and arrangements adequate?

_____ Yes _____ No

If no, explain.

(F3) b. (Continued)

(2) List any suggestions that might make the GJVS facilities more useful to you.

	Frequency
____________________________	______
____________________________	______
____________________________	______
____________________________	______
____________________________	______

(F4) a. List of organizations to which GJVS personnel made presentation.

Organizations	Approximate Number of People Attending Meeting
____________________________	______
____________________________	______
____________________________	______
____________________________	______
____________________________	______
____________________________	______
____________________________	______
____________________________	______
____________________________	______
____________________________	______

(F4) b. List of personnel responsible for public relations and/or GJVS presentations.

Name	Number of Presentations
____________________________	______
____________________________	______
____________________________	______
____________________________	______
____________________________	______

(F4) c. List of groups and organizations for which presentations explaining the objectives of the GJVS would be useful to the accomplishment of GJVS goals.

____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________
____________________	____________________

(F5) f. Proportion of feeder school costs attributable to vocational education.

Beavercreek

	Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1) Attendance Services		
(2) Health Services		
(3) Transportation Services		
(4) Operation of Plant		
(5) Fixed Charges		
(6) Food Services		
(7) Student Body Activities		
(8) Instructional Costs		
(9) Maintenance of Plant		
(10) Capital Outlays		

Cedar Cliff

	Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1) Attendance Services		
(2) Health Services		
(3) Transportation Services		
(4) Operation of Plant		
(5) Fixed Charges		
(6) Food Services		
(7) Student Body Activities		
(8) Instructional Costs		
(9) Maintenance of Plant		
(10) Capital Outlays		

(F5) f. (continued)

Fairborn

		Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		

Greeneview

		Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		

(F5) f. (continued)

Sugarcreek

		Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		

Xenia

		Total School Expenditures	Dollar Amount Attributable to All Vocational Education Courses
(1)	Attendance Services		
(2)	Health Services		
(3)	Transportation Services		
(4)	Operation of Plant		
(5)	Fixed Charges		
(6)	Food Services		
(7)	Student Body Activities		
(8)	Instructional Costs		
(9)	Maintenance of Plant		
(10)	Capital Outlays		

TO BE COMPLETED BY FEEDER SCHOOL STUDENTS:

(A2) a. Is there a course or several courses you would like to see taught in high school that is (are) not currently available here or at the GJVS?

_____ Yes _____ No

If yes, please list.

____

____

____

____

____

TO BE COMPLETED BY FEEDER SCHOOL PERSONNEL:

(A3) a. Please list the reasons given by students for dropping out of school.

List of Reasons	Frequency
______________________________	________
______________________________	________
______________________________	________
______________________________	________
______________________________	________
______________________________	________

(B5) a. Please list the activities or content areas you think you need to know more about in order to be a better counselor.

____

____

____

____

____

____

TO BE COMPLETED BY NON-STUDENT LIBRARY USERS:

(F2) a. Comments or suggestions made by library users involving ways to improve service.

(1) In a paragraph or less, please indicate what you like best about the library.

	Frequency
______________________________	________
______________________________	________
______________________________	________
______________________________	________
______________________________	________

(2) In a paragraph or less, please indicate what you like least about the library.

	Frequency
______________________________	________
______________________________	________
______________________________	________
______________________________	________
______________________________	________

(3) Indicate in a paragraph or less what the library could do to be of more use to you.

	Frequency
______________________________	________
______________________________	________
______________________________	________
______________________________	________
______________________________	________

TO BE COMPLETED BY ADVISORY COMMITTEE MEMBERS:

(A5,C2,C4) a. Please indicate your feelings about the following aspects of the GJVS. Limit your response to the course or courses on which you served as an advisory member.

Advisory committee ratings:	Poor (1)	Fair (2)	Good (3)	Excellent (4)
(1) Adequacy of shop facilities.	( )	( )	( )	( )
(2) Relevance of training to actual industrial performances.	( )	( )	( )	( )
(3) Breadth of completeness of training.	( )	( )	( )	( )

TO BE COMPLETED BY COMMUNITY GROUPS:

(F6) a. Create and maintain a favorable image of the GJVS and its services.

What are your opinions of the school in terms of the characteristics listed below? Give your answers by checking the appropriate space at the right. If you do not feel qualified to voice an opinion or have no opinion, please check the "no opinion" space.

SCHOOL CHARACTERISTICS	1 NO OPINION	2 POOR	3 FAIR	4 GOOD	5 EXCELLENT
1. Adequacy of shop facilities--	( )	( )	( )	( )	( )
2. Competence of vocational instructors--------------------	( )	( )	( )	( )	( )
3. Adequacy of student counseling	( )	( )	( )	( )	( )
4. Efforts to prevent drop-outs-	( )	( )	( )	( )	( )
5. Quality of course offerings--	( )	( )	( )	( )	( )
6. Relationship with community--	( )	( )	( )	( )	( )
7. Reputation in community------	( )	( )	( )	( )	( )
8. Skill level of vocational graduates--------------------	( )	( )	( )	( )	( )
9. Relationship with local employers--------------------	( )	( )	( )	( )	( )
10. Relationship with local labor groups----------------------	( )	( )	( )	( )	( )
11. Quality of vocational students	( )	( )	( )	( )	( )
12. Variety of course offerings--	( )	( )	( )	( )	( )
13. Effort to place graduates----	( )	( )	( )	( )	( )
14. Work habits and attitudes of graduates-------------------	( )	( )	( )	( )	( )

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